REPORT RESUMES

ED 015 176 TE 000 040

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS--GRADES 9-12.

BY- BURGE, GEORGIA

IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES

REPORT NUMBER 767C-169NDEA-111 PUB DATE 67

EDRS PRICE MF-$0.50 HC-$3.84 94P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *SECONDARY EDUCATION, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TEACHING ASSIGNMENT, INSERVICE TEACHER EDUCATION, TEACHING CONDITIONS, TEACHING LOAD,.

THROUGH A RECENT QUESTIONNAIRE SURVEY OF ALL IOWA TEACHERS ASSIGNED AT LEAST ONE ENGLISH CLASS IN GRADES 9-12, COMPREHENSIVE INFORMATION WAS COLLECTED ON TEACHER TRAINING, ASSIGNMENTS, AND ATTITUDES. RESULTS SHOWED THAT APPROXIMATELY TWO-THIRDS OF THE SECONDARY ENGLISH TEACHERS WERE WOMEN, THAT ALL TEACHERS HAD BACHELOR'S DEGREES, AND THAT 60 PERCENT HAD MAJORED IN ENGLISH 22 PERCENT IN RELATED FIELDS, AND 18 PERCENT IN UNRELATED AREAS. APPROXIMATELY HALF OF THE TEACHERS OF ENGLISH HAD MULTIPLE ASSIGNMENTS, WHEREAS THE REMAINDER TAUGHT ONLY ONE GRADE LEVEL OR ONE TYPE OF COURSE. THE MAJORITY OF ENGLISH TEACHERS HAD TEACHING LOADS OF NOT MORE THAN FOUR OR FIVE CLASSES AND 125 STUDENTS, BUT HEAVIER LOADS WERE NOT UNCOMMON. SUCH INNOVATIONS AS TEAM TEACHING, CLASSROOM BOOK COLLECTIONS, AND PROGRAMED MATERIALS WERE FREQUENTLY BEING EMPLOYED, AND HOMOGENEOUS GROUPING WAS REPORTED BY 35 PERCENT OF THE TEACHERS. ONLY APPROXIMATELY ONE-THIRD OF IOWA'S ENGLISH TEACHERS WERE PURSUING A GRADUATE MAJOR IN ENGLISH, BUT 54 PERCENT WERE SELECTING COLLEGE COURSES TO HELP THEM IMPROVE THEIR TEACHING, PARTICULARLY IN ENGLISH LANGUAGE AND COMPOSITION. ALTHOUGH TEACHERS FOUND PROFESSIONAL JOURNALS VERY HELPFUL, ONLY ONE-THIRD BELONGED TO ENGLISH PROFESSIONAL ORGANIZATIONS AND ONLY 52 PERCENT HAD ATTENDED AN ENGLISH PROFESSIONAL MEETING IN THE THREE YEARS BEFORE THIS SURVEY. (DL)

ED015176

767C - 169NDEA-III

STATE OF IOWA

1967

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS-- GRADES 9-12

Published by the
STATE OF IOWA
Des Moines

TE 000 040

SEP 12 1967

STATE OF IOWA

1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A SURVEY OF TRAINING, ASSIGNMENTS, AND ATTITUDES OF ENGLISH TEACHERS IN IOWA PUBLIC SCHOOLS--

GRADES 9-12

Issued by
Iowa State Department of Public Instruction

TE 000040

Published by the
STATE OF IOWA
Des Moines

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines 50309

STATE BOARD OF PUBLIC INSTRUCTION

CHARLES W. ANTES, West Union, President
LESTER D. MENKE, Calumet, Vice President
DR. JACK D. FICKEL, Red Oak
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
MRS. VIRGIL E. SHEPARD, Allison
MRS. EARL G. SIEVERS, Avoca
DR. J. M. WALTER, Ames
JOHN D. WARIN, Maloy

DEPARTMENT OF PUBLIC INSTRUCTION

Administration

PAUL F. JOHNSTON, Superintendent of Public Instruction and Executive Officer of State Board of Public Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent, Administration
L. N. JENSEN, Assistant Superintendent, Instruction

Curriculum and Instruction Branch

William M. Baley, Associate Superintendent
William J. Edgar, Director of Curriculum

Prepared by:

Georgia Burge
State English Consultant

PREFACE

One of the primary functions of the Curriculum Division of the Department of Public Instruction is to collect and to disseminate pertinent data directly related to the curricula of the public schools in Iowa. This Report, based upon a year-long study, presents a comprehensive survey of the training, assignments, and attitudes of English teachers in grades 9-12.

The major goal of this Study is to bring to light the status of English programs and English teachers in the upper grades of the Iowa schools so that immediate and long-range plans for improvement can be made upon concrete and valid information rather than upon conjectures. The evaluations made in Chapter VII are based upon the findings and upon current trends. The suggestions are in *no way* meant to be directives, and the criticisms are in *every way* meant to be constructive.

For their help and guidance in making this Study, sincere thanks are given to: William Edgar, Curriculum Director; Marvin Ingle, formerly Director of Data Processing; Richard Brooks, Consultant in Planning and Development; and Eldert Groenendyk, Consultant in Elementary-Secondary Education Study.

TABLE OF CONTENTS

Page

Introduction. x

Chapter I IPSEDS Data. 1

General Information 1
Specific Information. 3
  Major Status 3
  Teaching Assignments 4
  Preparation of Teachers. 6
  Significant Observations 7

Chapter II The Study: A Representative Sampling. 9

Marital Status 9
Age Distributions. 10
Major Status 11
Teaching Assignments 12
Significant Observations 13

Chapter III Past and Present Teaching Positions. 15

Previous Experience in Teaching English. 15
Distribution of Present Teaching Assignments 15
School Size. 18
Age Distribution by School Size. 19
Major Status by School Size. 20
Teaching Loads 22
School Practices 24
Distribution of Time 28
Significant Observations 30

Chapter IV Majors and Nonmajors: A Closer Look 34

Types of English Majors. 34
Sources of Degrees 37
Continuing Education of Teachers 38
Significant Observations 42

Chapter V Teacher Attitudes. 44

Types of Classes for College Credit. 44
Professional Organizations, Meetings, and Journals 47
Areas of Competency and Classroom Activities 52

Page

Chapter V Teacher Attitudes (Cont'd)

Reactions to Methods Courses in the Teaching of English 56
Desires for Further Training. 58
Evaluation of Teaching Aids 59
Reactions to Possible Helps 61
Significant Observations. 63

Chapter VI Study Respondents with Interrupted Careers in Teaching . . . 66

Significant Observations. 70

Chapter VII A Look Backward and a Look Forward. 71

General Description of English Teachers (IPSEDS). 71
General Teaching Conditions (IPSEDS). 72
Description of Study Respondents. 72
Teaching Conditions 72
Teacher Attitudes 76
A Look Forward. 79

TABLES

Page

TABLE 1 -- Hours of Preparation in English Reported by English Teachers Who Had Assignments in 9th, 10th, American Literature, or English Literature. 6

TABLE 2 -- Marital Status: Percentages by Sex and Total of Study Respondents as Compared to Like Percentages in the IPSEDS Population 10

TABLE 3 -- Percentages by Age Brackets of the Study Respondents as Compared to the IPSEDS Population 11

TABLE 4 -- Number of Teachers Who Reported at Least One Assignment in English in Grades 9-12 as Compared to Previous Experience in English. 16

TABLE 5 -- School Enrollments in Iowa Public Schools (Grades 9-12) 1965-66. 18

TABLE 6 -- Number of Teachers Responding to Questionnaire Compared to School Size 19

TABLE 7 -- Percentage Distribution of Study Teachers Within Various Sized Schools Compared to Ages Reported. 20

TABLE 8 -- Percentages of Majors and Nonmajors Teaching in the Various Sized Schools by Major Status. 21

TABLE 9 -- Distribution of Majors and Nonmajors Within Various Sized Schools. 22

TABLE 10 -- Distribution of Class Load Compared to Student Load (English Classes Only) as Reported by Study Teachers 22

TABLE 11 -- Maximum Teaching Loads Reported by Study Teachers. 23

TABLE 12 -- Number of Teachers on Teams Compared to Number of Students Taught Per Day. 24

TABLE 13 -- Number of Teachers Reporting Innovative Practices. 25

TABLE 14 -- Number of English Department Chairmen Responding to Various Aspects and Functions of the Position. 27

TABLE 15 -- Number of Teachers Reporting the Times They Have Been Involved in Recommended Practices During the Present School Year 28

TABLE 16 -- Approximate Number of Hours Spent Per Week in School-Related Activities and Duties. 29

Page

TABLE 17 -- Percentage of Majors and Nonmajors by Age Brackets. 34

TABLE 18 -- Percentage by Age Brackets of Majors and Nonmajors. 35

TABLE 19 -- Percentage of Study Population by Age Brackets as Compared to the Source of Undergraduate Degrees 38

TABLE 20 -- Number and Percentage of Study Teachers Working Toward a Graduate Degree in English According to Sex by Age Category 39

TABLE 21 -- Number of Sex Pursuing Graduate Degrees Outside the Area of English as Compared to the Specific Area Reported 40

TABLE 22 -- Number of Respondents Who Have Earned Credits in Various Types of Classes as Compared to Their Preferences for the Classes 45

TABLE 23 -- Percentage of Study Respondents Who Reported Memberships in the Two Professional English Organizations as Compared to Their Major Status and Teaching Experience. 48

TABLE 24 -- Percentage of Study Respondents Reporting the Number and Types of Professional Meetings They Attended During the Last Three Years by Type of Meeting. 48

TABLE 25 -- Number and Percentage of Types of Meetings Attended in Last Three Years by Study Respondents 49

TABLE 26 -- Number of Study Respondents as Compared to Their Reported Use of NCTE and ICTE Professional Journals 50

TABLE 27 -- Percentage of Teachers in Various Groups and Age Brackets Who Reported Frequent Use of the Professional Journals . . . 51

TABLE 28 -- Percentage of Teachers' Responses As to Their Own Preparation in Specific Areas of Competency 53

TABLE 29 -- Percentage of Teachers' Responses As to Their Own Preparation for Performing Specific Activities Related to the English Classroom by Kind of Activity 55

TABLE 30 -- Percentage of Teachers' Reactions to Methods Course in the Teaching of English Taken Within the Last Five Years in Relationship to Value Gained From Specific Areas Generally Included in Such Courses. 57

TABLE 31 -- Percentage of Teachers' Expressed Desires of Further Study by Areas of Interest 58

TABLE 32 -- Teachers' Evaluations of Teaching Aids in Their Schools by Kinds of Aids. 60

Page

TABLE 33 -- Percentage of Teachers' Reactions to Possible Helps for Improving Teaching by Kinds of Helps 62

TABLE 34 -- Percentage of the 614 Teachers Who Reported Interrupted Careers in Teaching Compared to Reasons for and Median Lengths of Interruption(s) by Kind of Reason. 66

TABLE 35 -- Percentage of Study Teachers by Age Grouping and Sex Who Reported Their Careers in Teaching Had Been Interrupted. 67

TABLE 36 -- Distribution of Study Teachers Reporting Interrupted Careers in Teaching by Various Sized Schools 68

FIGURES

Page

FIGURE I -- Assignments in English Program Reported by English-Teacher Population 5

FIGURE II -- Percentages by Sex and Major Status of Study Respondents as Compared to Like Percentages in IPSEDS. 12

FIGURE III -- Percentage of Majors and Nonmajors Teaching at Each Grade Level 17

FIGURE IV -- Percentage of Majors and Nonmajors in Study Population 36

FIGURE V -- Percentages of Males and Females in Study by Source of Undergraduate Degrees. 37

FIGURE VI -- Percentage of Total Number of Study Teachers by Sex in Each Age Bracket. 68

INTRODUCTION

Under the auspices of the National Council of Teachers of English, (NCTE), a study of English teaching was made by the Committee on National Interest. Questionnaires were sent to a random sampling of elementary and secondary schools throughout the country to survey the state of the profession. The report of this study, The National Interest and the Continuing Education of Teachers of English,[1] published in 1964, revealed much pertinent information. This information has been especially valuable to those people who are concerned with the upgrading and updating of the teaching of English nationally.

Feeling that such a study on the state level would reveal even more pertinent information for Iowa educators, Paul F. Johnston, State Superintendent of Public Instruction, gave the state English consultant permission to conduct a similar survey in Iowa. The state study parallels, to some extent, the national study, particularly in the type of information sought. However, it differs from the national study in that it covers the teaching of English only in grades 9-12, and in that all public school teachers of English in Iowa who had at least one assignment in English in these grades were polled. The total number was determined from data compiled in a statewide survey of the total teaching population in the public schools of Iowa (Iowa Professional School Employees Data Sheet--IPSEDS). In May 1966 questionnaires were sent to these English teachers--2,059 in all--and responses were received from 1,437, or 69.8 per cent of the total.

---

[1] Committee on National Interest, The National Interest and the Continuing Education of Teachers of English (Champaign, Illinois: National Council of Teachers of English, 1964).

The questionnaires were sent in a packet to the 458 local school superintendents. Letters of explanation to both the superintendents and the teachers were enclosed. The superintendent was asked to give a questionnaire to each of the English teachers on his staff (9-12), and each teacher was asked to return the completed form to him in a sealed envelope or to return it directly to the State Department of Public Instruction.

Although realizing that end-of-the-year pressures would probably reduce the number of responses, the questionnaires were still sent in May for two primary reasons:

1. so data already available from IPSEDS could be used, and
2. so all teachers would have at least eight months' experience in the school system from which they were responding.

To encourage honest responses and to avoid the temptation of directing either criticism or praise at specific schools or teachers, the respondent was not asked to identify himself or his school. The intent of the Study[2] was to survey (1) the existing conditions related to the teaching of English in grades 9-12, (2) the attitudes of teachers toward these conditions, and (3) the reactions of these teachers toward their preparation for teaching English in today's classrooms. In addition, the intent was to perform a service that had never before been performed in Iowa--not for its uniqueness, but for its practical value. Vital to determining what can be, is first to identify what is. The Study, then, should furnish a point of departure, from which general directions for improvement can be determined.

---

[2] Both Study and Report will be capitalized when they refer specifically to this paper.

The practical aspect of the Study will, of course, depend upon the application made of the information in this Report; but the breadth of this information should:

1. Give school administrators a comprehensive view which will enable them to make realistic immediate and long-range plans for updating and upgrading secondary English programs.
2. Provide teacher-training institutions in Iowa with information that will enable them to re-evaluate their teacher-training programs so future teachers of English might have the best possible preparation.
3. Permit planners of summer institutes, workshops, and inservice programs to design courses which will incorporate provisions for meeting the expressed needs of the teachers.
4. Encourage others to do depth studies of specific situations that merit investigation.
5. Help the State Department of Public Instruction to determine what services will be most effective for overall improvement of the teaching of English in Iowa high schools.

CHAPTER I

IPSEDS DATA

When this Study was being considered, it was decided to poll the total number of public school teachers with at least one assignment in English in grades 9-12 rather than to take a random sampling of the teachers. The 1965-66 Iowa Professional School Employees Data Sheet (IPSEDS), a form which all Iowa teachers in the public schools are asked to fill out each year, was used as a starting point for the Study.

I. GENERAL INFORMATION

IPSEDS data revealed that 2,059 teachers had at least one assignment in English in grades 9-12, that they taught approximately 179,000 students, and that they represented 6.6 per cent of the total number of classroom teachers (31,016), and 20.5 per cent of the secondary teachers (10,045) in the Iowa public schools. A comparison of the three populations[3] will help the reader to get a perspective on the English teachers. To avoid contaminating the comparison, the English teachers were removed from both the classroom- and secondary-teacher populations, making the respective totals 29,002 and 7,986. The similarities and differences noted were as follows:

- In the English-teacher and classroom-teacher populations the male-female ratio was approximately 3 to 7, whereas it was just the reverse in the secondary-teacher population.

---

[3] Population as used in this Report refers to the total number of teachers in the category defined employed in Iowa schools.

- In each population more of the teachers were married than single, and the percentage of married men exceeded the percentage of married women. However, the English-teacher population had the smallest percentage of married teachers, for it was the only population to have a higher percentage of single men than women.

- In each population the largest percentage of teachers in a single age bracket was in the 20-29 year range (46.9 per cent of the secondary teachers, 39.1 per cent of the English teachers, and 35.7 per cent of the classroom teachers).

- The English-teacher population had the highest percentage of attrition from the twenties to the thirties (24.1 per cent among the English teachers, 20.5 per cent among the secondary teachers, and 14.9 per cent among the classroom teachers).

- In the English-teacher population there was a slight increase in percentages from the thirties to the sixties, whereas the opposite was true in the other two populations.

- The English-teacher population had a higher percentage of teachers beyond the age of fifty than either of the other two populations.

- The combined-age brackets (30-60) accounted for 56 per cent of the classroom teachers, 51.2 per cent of the English teachers, and 48.3 per cent of the secondary teachers.

- In each population the largest percentage of teachers reported they had been in their present teaching positions for no more than four years (68.4 per cent of the secondary teachers, 65.5 per cent of the English teachers, and 57 per cent of the classroom teachers).

- Those who reported ten or more years in their present teaching positions represented 22.2 per cent of the classroom teachers, 18.2 per cent of the English teachers, and 14.8 per cent of the secondary teachers.

- The total years of teaching experience corresponded with the length of tenure. The percentage of secondary teachers reporting 1-4 years of total teaching experience was 46.6;

of the English teachers, 41.8; and of the classroom teachers, 33.4. Those who reported ten or more years of total teaching experience represented 45.7 per cent of the classroom teachers, 39 per cent of the English teachers, and 31.6 per cent of the secondary teachers.

- The age, tenure, and total teaching experience relationships were consistent: the secondary teachers had the highest percentage of teachers in the 20-29 year age bracket, in the 1-4 year tenure bracket; and in the 1-4 experience bracket, the classroom teachers had the lowest percentages; and the English-teacher percentages were between those in the other two populations.

- In each population the percentage reporting ten or more years of total teaching experience was more than double the percentage reporting this length of tenure.

II. SPECIFIC INFORMATION FROM IPSEDS

The following data from the 1965-66 IPSEDS form deal specifically with the teachers of English in the public high schools of Iowa.

Major Status

Of the 2,059 teachers who reported at least one assignment in English (9-12), 59.8 per cent had majors in English, 22.3 per cent had related majors (e.g., speech, dramatics, journalism, library science), and 17.9 per cent had unrelated majors. Social science majors dominated the latter group, and the smallest percentage (one person in each area) had a major in agriculture and in industrial arts. All had bachelor-level degrees, 14 per cent had master-level degrees, and just four teachers had more advanced degrees (two Ph.D's and two Specialists).

Of the approximately 1,231 who had English majors, 67.1 per cent were women and 32.9 per cent were men. These percentages were essentially the same as those for the English-teacher population as a whole (69.5 per cent women and 30.5 per cent men). The men with English majors accounted for 19.5 per cent of the total English-teacher population, and the women with like majors accounted for 40.3 per cent. The nonmajors[4] (40.2 per cent of the total group) made up the balance of the population; consequently, 11 per cent were men and 29.2 per cent were women.

Teaching Assignments

Because the teaching assignments were, understandably, more numerous than the teachers, multiple assignments were reported by approximately 50 per cent of the teachers.

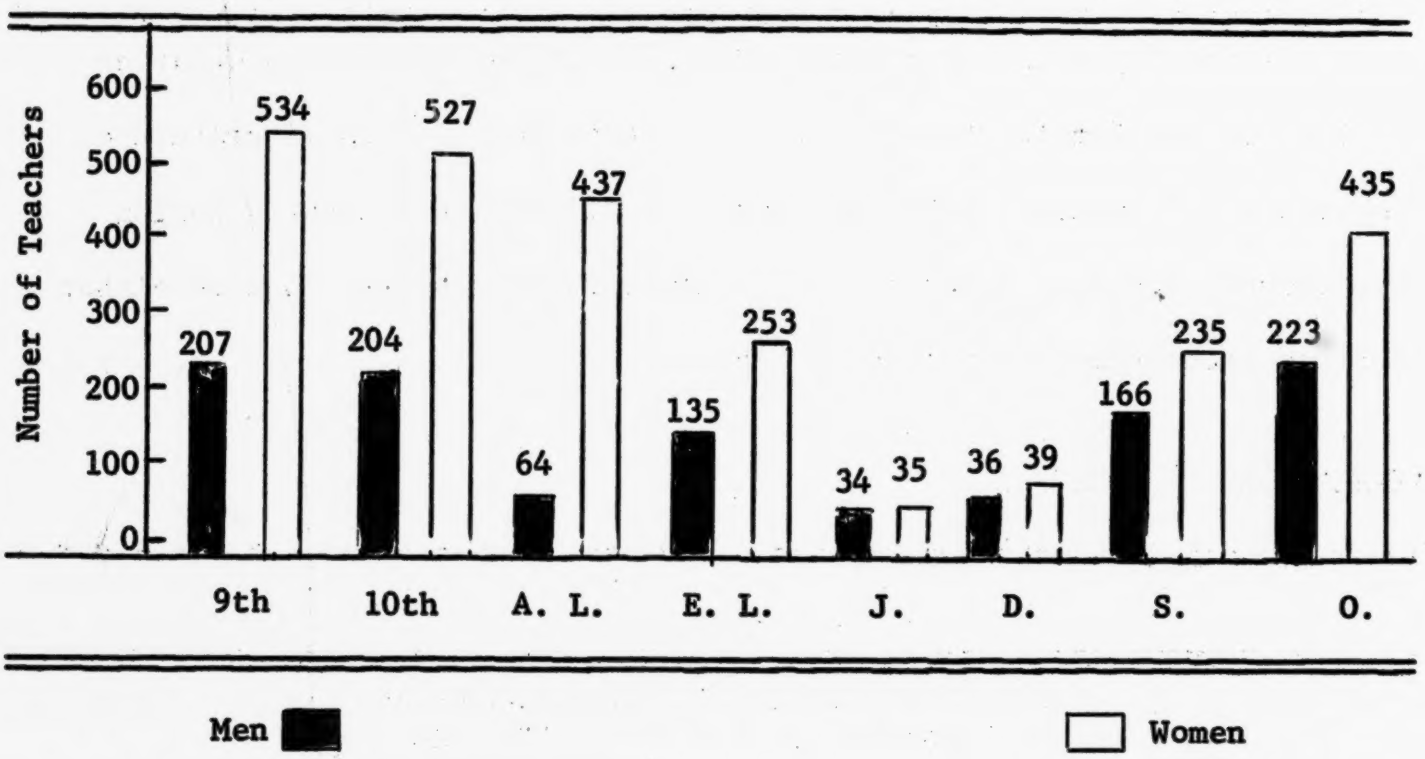
Further analysis of IPSEDS data indicated that 44 per cent of the 741 teaching ninth grade, 37 per cent of the 731 teaching tenth grade, 29.5 per cent of the 501 teaching American literature, and 30.8 per cent of the 388 teaching English literature reported majors outside the area of English. In other words, at every grade level at least 29.5 per cent of the classes were taught by teachers without a major in English.

---

[4] Throughout this Report the term "nonmajor" will mean those without a major in English *per se*; those with a major in English will be referred to simply as "majors."

Figure I gives a breakdown of the assignments as stated on IPSEDS.

* *



A. L. American Literature
E. L. English Literature
J. Journalism

D. Dramatics
S. Speech
O. Others

FIGURE I
ASSIGNMENTS IN ENGLISH PROGRAM REPORTED BY ENGLISH-TEACHER POPULATION[*]

---

[*] Due to multiple assignments the total is 3,564, whereas the population is 2,059.

* *

On the IPSEDS form the eleventh and twelfth grade English courses are equated with American literature and English literature, respectively. Because many schools have departed from this rigid pattern, the category labeled "Others" was added. In this category are found such courses as Basic Composition, Practical English, Business English, World Literature, College Preparatory English, and the like. Most of these courses are offered as semester or year-long electives in the upper grades.

Figure I points out at least two interesting bits of information: (1) Only 64 men English teachers were assigned to American literature as compared to 437 women. (2) Traditional practices are evidently losing some ground, for more teachers had assignments in "Others" than in either American literature or English literature.

Preparation of Teachers

* *

TABLE 1
HOURS OF PREPARATION IN ENGLISH REPORTED BY TEACHERS WHO HAD ASSIGNMENTS IN 9TH, 10TH, AMERICAN LITERATURE, OR ENGLISH LITERATURE

	Number of Teachers			
Semester Hours	9th	10th	A. L.	E. L.
0-10	14	10	64	32
11-15	46	29	51	41
16-20	77	56	35	19
Subtotals	137	95	150	92
21-25	100	92	33	32
26-30	103	124	64	59
31-35	107	105	60	44
36-40	106	113	60	58
41-50	100	102	69	43
51-60	46	56	39	28
61+	42	44	26	32
Subtotals	604	636	351	296
Grand Totals	741	731	501	388

* *

The subtotals in Table I represent the number of teachers (1) who reported fewer than 21 semester hours of credit in college English courses and (2) the number who reported more than 21 hours. It would be fallacious to assume from these figures that 464 of the English-teacher population had only 21 hours of preparation in English, for as shown in Figure I, many had multiple assignments. It would be safe to say, however, that at least 464 classes in these four categories were taught by teachers with fewer than 21 hours of preparation in the subject.

To continue this line of reasoning, if each of these classes had 25 students (considered to be the optimum class size), at least 11,600 Iowa students in grades 9-12 received instruction during the 1965-66 school year from teachers with a meager background in their subject. Moreover, the number of students could be considerably higher, for some of these teachers very likely had more than one assignment in a given category; indeed, some may have had as many as five or six assignments.

Since the minimum for endorsement to teach English in grades 10-12 in Iowa is 15 semester hours, it appears that several teachers were not endorsed to teach English. Again, though, the appearance may be deceiving, for confusion sometimes accompanies the IPSEDS form. For example, some of the teachers may have listed only their hours of preparation in American or English literature, rather than their total number of hours in English.

Significant Observations

- In the English-teacher population 59.8 per cent reported a major in English; 22.3 per cent had related majors; 17.9 per cent had unrelated majors.
- All reported bachelor's degrees; 14 per cent reported master's degrees.
- Of those with majors, the percentage of males (32.9 per cent) and females (67.1 per cent) was almost exactly the same as found in the total English-teacher population (30.5 per cent males and 69.5 per cent females).

- Multiple assignments in English were reported by about half of the teachers.
- Only 64 males were teaching American literature, compared to 437 females.
- More teachers had assignments in the "Others" category than in either American or English literature.
- On the negative side, at least 464 classes in English were taught by teachers who reported fewer than 21 semester hours of preparation in the subject area, and several teachers reported fewer hours of preparation than are required for endorsement to teach English in Iowa secondary schools (15 semester hours).
- On the positive side, at least 1,280 classes were taught by teachers who had 31 or more semester hours of preparation in English, and approximately half of these 1,280 classes were taught by teachers with more than 40 semester hours of preparation.

The data presented thus far were chosen not only to clearly place the English teachers into the framework of the Iowa educational design but to provide a basis for comparison between the Study responses and the IPSEDS responses. The next chapter will concentrate upon this comparison.

CHAPTER II

THE STUDY: A REPRESENTATIVE SAMPLING

Recognizing that a perfect response to a questionnaire would be completely unrealistic, some of the information elicited in IPSEDS was duplicated in the questionnaire to determine if the Study respondents were representative of the IPSEDS population.[5] As will be noted in this chapter, the Study respondents were remarkably similar to the IPSEDS respondents.

Responses to the Study questionnaire totaled 1,437, or 69.8 per cent of the IPSEDS population, and the male-female percentages were found to be essentially the same: IPSEDS--males 30.5, females 69.5; the Study--males 30.4, females 69.6. Other bases for comparison were marital status, age distribution, major status, and teaching assignments. The Study respondents were not asked to indicate their length of tenure, total years of teaching experience, or preparation--except in relationship to other questions. Hence, these aspects will be presented later in the Report.

Marital Status

Table 2 depicts comparative percentages in regard to the marital status of the Study teachers and the IPSEDS population.

---

[5] The total number of Iowa public school teachers with at least one assignment in English in grades 9-12 (2,059) will be referred to throughout the rest of this Report as the IPSEDS population.

* *

TABLE 2
MARITAL STATUS
PERCENTAGES BY SEX AND TOTAL OF STUDY RESPONDENTS AS
COMPARED TO LIKE PERCENTAGES IN
THE IPSEDS POPULATION

	Percentage of Study Respondents				Percentage of IPSEDS Population			
Status	M	F	Diff.	Total	M	F	Diff.	Total
Married	70.5	66.3	4.2	67.6	67.8	63.8	4.0	65.0
Single	28.6	22.8	5.8	24.6	31.2	27.1	4.1	28.4
Widowed	0.2	6.2	6.0	4.4	0.1	5.5	5.4	3.9
Divorced	0.2	4.1	3.9	2.9	0.9	3.6	2.7	2.7
No Response	0.5	0.6	0.1	0.5	0.0	0.0	0.0	0.0

* *

In Table 2 a similarity between the Study and IPSEDS is evidenced. The married men in the Study exceeded the married women by 4.2 per cent and in IPSEDS by 4 per cent--a difference of only 0.2 per cent. The single men in the Study exceeded the single women by 5.8 per cent and in IPSEDS by 4.1 per cent--a difference of only 1.7 per cent. Observing the columns headed "Total," one can see that in the Study, 43 per cent more of the teachers were married than single, whereas in IPSEDS 36.6 per cent of the teachers were so classified. Consequently, the Study has a higher percentage of married teachers by 6.4; otherwise, the marital status of the Study teachers is practically the same as that of the IPSEDS teachers.

Age Distributions

Another strong likeness between the two groups is established in Table 3, a comparison of the age distributions. The differences that appear may be attributed, at least in part, to the fact that 6.5 per cent of the Study teachers were reluctant to state their ages.

* *

TABLE 3
PERCENTAGES BY AGE BRACKETS OF THE STUDY RESPONDENTS AS COMPARED TO THE IPSEDS POPULATION

	Percentages by Age Brackets							Percentage No Response
	20-29	30-39	40-49	50-59	60-69	70-	(30-60)	
IPSEDS	39.1	15.0	17.5	18.7	9.3	0.4	51.2	0.0
Study	37.5	16.5	16.6	15.5	7.2	0.2	48.6	6.5
Diff.	-1.6	+1.5	-0.9	-3.2	-2.1	-0.2	-2.6	+6.5

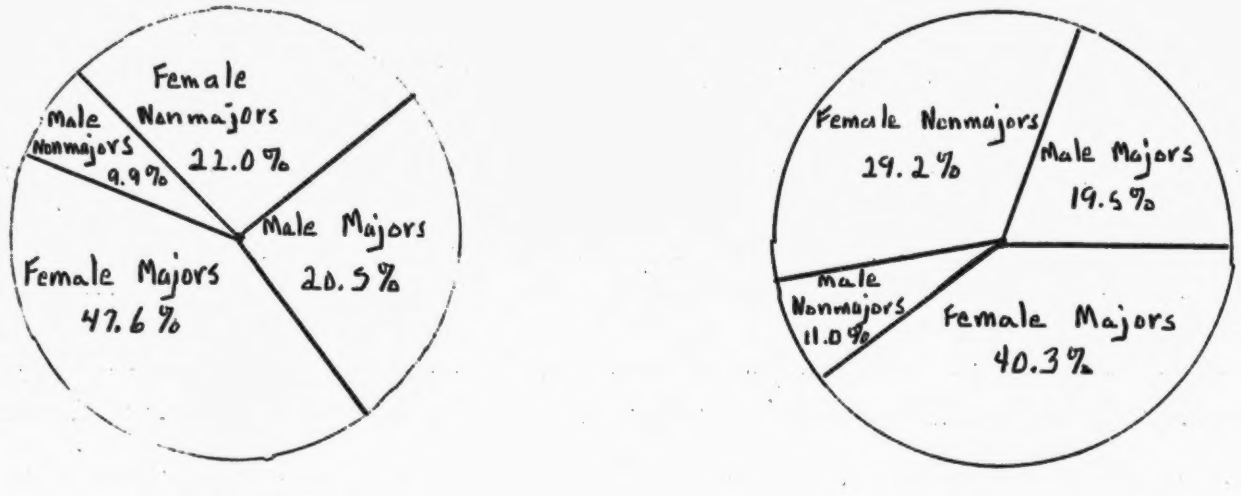
* *

Table 3 shows that the greatest difference in percentages in the age brackets of the two groups was only 3.2--the 50-59 year age bracket. A point of interest lies in the fact that the teachers in their fifties (the second largest age bracket in IPSEDS) seemed to be the least inclined to answer the Study questionnaire. On the other hand, the teachers who failed to give their ages may account for some of this situation. The 30-39 age bracket was the only one that had a higher percentage of respondents in the Study than in IPSEDS, in spite of the fact that it was the second smallest age bracket in the IPSEDS population.

Major Status

The English majors in the IPSEDS population totaled 59.8 per cent of the total and the nonmajors, 40.2 per cent. As was anticipated, more majors than nonmajors responded to the Study; in fact, a count of the Study responses indicated that 68.1 per cent had majors in English and 31.9 had majors in another academic area. Figure II pictures the two groups in relationship to the sex of the English majors and nonmajors.

* *



Study Respondents

IPSEDS Population

FIGURE II
PERCENTAGES BY SEX AND MAJOR STATUS OF STUDY RESPONDENTS AS COMPARED TO LIKE PERCENTAGES IN IPSEDS

* *

A slanting toward more married teachers was noted earlier, and further slanting can be detected in Figure II. The Study is weighted in favor of majors by 8.3 per cent: 7.3 per cent women teachers and 1 per cent men teachers. The nonmajors in the Study were not asked to identify their major academic areas, except in regard to advanced study--a topic which will be discussed in Chapter IV.

Teaching Assignments

The items in the Study questionnaire which concerned teaching assignments were posed in terms of grade levels rather than course offerings; therefore, only limited comparisons can be drawn in this category. As was noted in Chapter I, 50 per cent of the IPSEDS teachers reported they had assignments in only one course or at one grade level; in the Study the percentage was 59.2. Those who reported at least one assignment in ninth-grade English accounted for 36 per cent of the IPSEDS teachers and

39 per cent of the Study teachers. Those reporting a like assignment in tenth-grade English accounted for 39.5 per cent of the IPSEDS teachers and 37.4 per cent of the Study teachers. The respective differences at these grade levels were slight: 3 per cent in ninth grade and 2.1 per cent in tenth grade.

In the Study, 74.3 per cent reported at least one assignment in grades eleven and/or twelve. In the IPSEDS population, 75.1 per cent reported at least one assignment in American literature (11th grade), English literature (12th grade), and/or "Others" (11th and 12th grades). Although this comparison may be slightly distorted because of the difference in classifications, it does seem to indicate that the distribution of teachers at the various grade levels nearly coincided in the two groups.

Significant Observations

- Of the 2,059 teachers in the public schools of Iowa with at least one assignment in English (grades 9-12), 1,437 responded to the Study questionnaire--69.8 per cent.
- The male-female percentages in the Study and IPSEDS differed by only 0.1 per cent.
- The Study had a 6.4 higher percentage of married teachers than did the IPSEDS population.
- In the marital-status categories, the differences in percentages of either men or women was never greater than 1.7.
- The differences in percentages found in the age brackets were minimal. IPSEDS had a little higher percentage in all but the 30-39 year age bracket. This may be partially due to the fact that 6.5 per cent of the Study respondents failed to state their ages.
- The Study had an 8.3 higher percentage of English majors than did the IPSEDS population.

- The Study had a 9.2 higher percentage of teachers with assignments in only one course or at only one grade level of the English program.
- The distribution of teachers at the various grade levels appeared to be remarkably similar in both groups.
- The Study, although it accounts for only 69.8 per cent of the total population surveyed, appears to be a very representative sampling.

In view of the significant likenesses found in the Study and the IPSEDS population, the following detailed analysis of the Study questionnaire should give a valid description of the status of English teaching (grades 9-12) in the public schools of Iowa.

CHAPTER III

PAST AND PRESENT TEACHING POSITIONS

On the IPSEDS form the teachers were asked to designate their total number of years of teaching experience, whereas on the Study questionnaire they were asked to designate the grade levels at which they had previously taught English. This information, along with other information related to their teaching positions at the time they responded to the Study, will be discussed in this chapter.

Previous Experience in Teaching English

The previous teaching experience, as reported by the 1,437 participating in the Study, ranged from 12.2 per cent who were teaching English for the first time to 40 per cent who had been teaching English for ten years or more. Some 20.2 per cent indicated experience at only one grade level, 17.5 per cent at two, and 15.3 per cent at three and 34.8 per cent at all four grade levels (9-12).

Distribution of Present Teaching Assignments

As was noted in the analysis of IPSEDS data, the number of teaching assignments exceeded the number of teachers because of multiple assignments. The same was true in the Study, for the assignments totaled 2,175: ninth grade--560, tenth grade--540, eleventh grade--551, and twelfth grade--524. The 175 teachers in the Study who had no previous experience in teaching English were assigned as follows: 85--one level, 69--two levels, 15--three levels, and 6--all four grade levels. Needless to say, teaching all four levels of English is a feat for even an experienced teacher, and teaching at three levels is no small accomplishment.

Thus 21 Iowa teachers had a rather drastic introduction to English teaching in the 1965-66 school year. Further information drawn from the Study questionnaire revealed that 31.7 per cent of the respondents were teaching at two grade levels, 5.8 per cent at three grade levels, and 2.9 per cent at all four grade levels (0.4 per cent did not reply).

* *

TABLE 4
NUMBER OF TEACHERS WHO REPORTED AT LEAST ONE ASSIGNMENT IN ENGLISH IN GRADES 9-12 AS COMPARED TO PREVIOUS EXPERIENCE IN ENGLISH

Previous Experience	9th	10th	11th	12th	Totals
No Previous Experience	81	68	65	52	266
Experience at Same Level	128	66	1	19	214
Experience at Two Levels	219	113	141	82	555
Experience at Three Levels	55	142	93	106	396
Experience at All Levels	77	151	251	265	744
Totals	560	540	551	524	2175

* *

From Table 4 it can be seen that more of the upper-grade classes were assigned to teachers with the greatest amount of previous experience. Such a practice has been common in Iowa public schools for several years, not only in English but in most academic areas. This is not to imply, however, that the practice is either condoned or condemned.

The assignments of majors and nonmajors are pictured graphically in Figure III.

* *

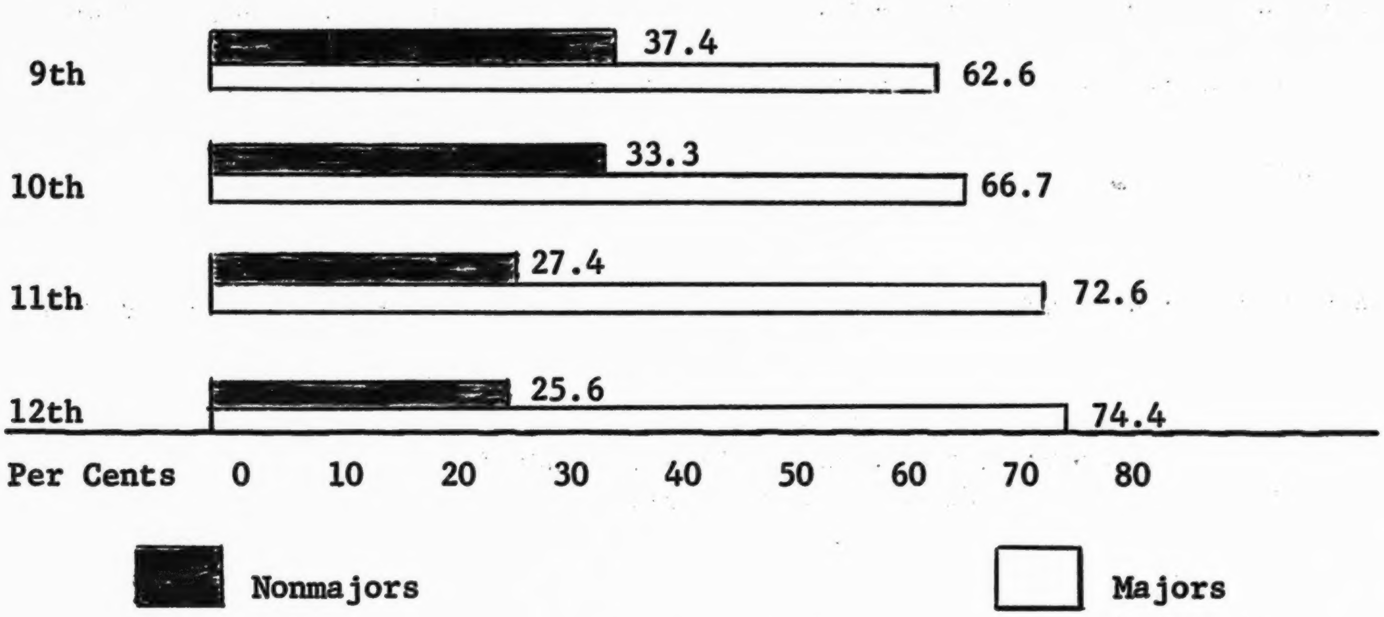


FIGURE III
PERCENTAGE OF MAJORS AND NONMAJORS TEACHING
AT EACH GRADE LEVEL

* *

Figure III shows that fewer nonmajors were teaching in the upper grades, but even at that, one fourth of the nonmajors were assigned to twelfth-grade classes.

There were 126 nonmajors who reported assignments at two grade levels, 21 at three, and 17 at all four grade levels. Of the nonmajors who replied they were not pursuing a graduate major in English, 178 reported an assignment in the ninth grade, 154 in the tenth, 118 in the eleventh, and 102 in the twelfth grade. Moreover, 100 of the nonmajors had assignments at two grade levels, 15 at three, and 11 at all four grade levels.

Fortunately, although these teachers were not working toward an advanced degree in English, some of them were selecting courses to keep up with the current trends (Chapter IV).

School Size

Iowa had 458 public high school districts at the time this Study was begun; 363 senior highs, 114 combination junior-senior highs, 232 junior highs, and 1,295 elementary schools were in operation during the 1965-66 school year.[6] The enrollments in grades 9-12 are shown in Table 5.

* * *

TABLE 5
SCHOOL ENROLLMENTS IN IOWA PUBLIC SCHOOLS (GRADES 9-12)
1965-66

Enrollments (Grades 9-12)	Number of Districts[7]	Percentage of Students Enrolled
50-199	209	18.5
200-399	154	24.5
400-599	40	12.6
600+	55	44.4
Totals	458	100.0

* * *

Replies to the Study questionnaires were returned by teachers from schools of all sizes, as noted in Table 6.

---

[6] _Data on Iowa Schools_ (Des Moines: Iowa State Department of Public Instruction, 1966), p. 45.

[7] _Ibid._, p. 44.

* *

TABLE 6
NUMBER OF TEACHERS RESPONDING TO QUESTIONNAIRE COMPARED TO SCHOOL SIZE

Enrollments (Grades 9-12)	Teachers Responding			Percentage of Study Respondents
	Males	Females	Totals	
Under 200	87	232	319	22.2
200-399	122	242	364	25.3
400-600	67	121	188	13.1
Over 600	156	393	551	38.3
No Response	5	10	15	1.1
Totals	437	1000	1437	100.0

* *

A comparison of the percentage of teachers responding and the percentage of students enrolled in grades 9-12 (Table 5) shows that the various sized schools were well represented in the Study. Moreover, the order in the percentage of teachers responding coincided exactly with the order in the percentage of students enrolled (right-hand columns Table 5 and 6).

Age Distribution by School Size

The age distribution of the teachers by school size is given in Table 7.

* *

TABLE 7
PERCENTAGE DISTRIBUTION OF STUDY TEACHERS WITHIN VARIOUS SIZED SCHOOLS COMPARED TO AGES REPORTED

	Percentage by Age Brackets					Percentage With
School Size	20-29	30-39	40-49	50-59	60+	No Response
Under 200	34.8	14.1	19.4	17.0	8.1	6.6
200-399	39.4	16.5	15.9	16.0	6.4	5.8
400-600	43.9	15.7	17.0	9.5	6.9	7.0
Over 600	35.9	18.7	15.9	15.9	7.4	6.2

* *

The percentages of 20-29 year olds was high in each of the school classifications (Table 7) simply because more of the Study respondents were in this age bracket. However, it is apparent from Table 7 that schools with enrollments of 400-600 tended to employ a considerably higher percentage of teachers in the 20-29 year age bracket than in any other age bracket; consequently, this group of schools had a higher percentage of young teachers than the others schools. Noteworthy, too, are the figures which show that the schools with enrollments under 200 employed a higher percentage of teachers beyond the age of thirty-nine than did any of the other schools, and that schools with over 600 enrollment had a higher percentage of teachers in their thirties than did the other schools.

Major Status by School Size

The distribution of majors and nonmajors in relationship to school size is given in Table 8.

* *

TABLE 8
PERCENTAGES OF MAJORS AND NONMAJORS TEACHING IN THE VARIOUS SIZED SCHOOLS BY MAJOR STATUS

	Percentages by Various Sized Schools				Percentage
Major Status	Under 200	200-399	400-600	Over 600	No Response
Undergraduate only	18.8	25.5	14.0	41.0	0.7
Graduate only	15.0	28.0	16.0	38.0	3.0
Both undergraduate and graduate	16.3	14.8	11.8	54.8	2.3
Nonmajors	31.0	27.5	11.3	28.1	2.1

* *

Although Table 8 shows that the largest percentage of nonmajors reported they were teaching in schools with enrollments of less than 200, more of the teachers with both undergraduate and graduate majors were teaching in these small schools than in schools with 200-399 or 400-600 enrollments. The fact that the schools in the 400-600 range were low in number and low in enrollment percentages no doubt accounts for the small percentages in this classification.

Shifting the focus to the schools, Table 9 depicts the distribution of majors and nonmajors in each enrollment classification.

An unexpected aspect of Table 9 was the consistency in percentages of undergraduate majors in all but the schools with enrollments under 200. Not unexpected was the steady increase of nonmajors as the school enrollments decreased; still, the nonmajors represented almost one fourth of the English staffs even in the larger schools.

* *

TABLE 9
DISTRIBUTION BY PERCENTAGE OF MAJORS AND NONMAJORS WITHIN VARIOUS SIZED SCHOOLS

Enrollments	Percentage of Undergraduate	Percentage of Graduate	Percentage of Undergraduate and Graduate	Percentage of Nonmajors
Under 200	43.8	4.7	7.0	44.5
200-399	52.2	7.7	5.5	34.6
400-600	55.4	8.5	8.5	27.6
Over 600	55.6	7.3	13.4	23.7

* *

Teaching Loads

The number of English classes taught each day as reported by the Study teachers ranged from one to six. Table 10 compares the various class loads of the respondents to the number of students taught daily.

* *

TABLE 10
DISTRIBUTION OF CLASS LOAD COMPARED TO STUDENT LOAD (ENGLISH CLASSES ONLY) AS REPORTED BY STUDY TEACHERS

	Number of Pupils Per Day						
Number English Classes Per Day	Under 101	101-115	116-125	126-135	136 150	Over 150	Total Reporting*
One class	89	0	0	0	0	0	89
Two classes	162	0	0	0	0	0	162
Three classes	173	0	0	0	0	0	173
Four classes	236	121	46	18	4	3	428
Five classes	82	92	98	83	78	45	478
Six classes	2	5	4	6	3	12	32
Totals	744	218	148	107	85	60	1,362

*No response was received from 75 teachers.

* *

At first glance Table 10 seems to indicate that the number of teachers with fewer than 101 students per day was exceptionally high. However, an analysis of the first column quickly alters this indication, for 424 of the teachers listed had no more than three English classes a day and were very likely teaching one or two classes in another subject area. Quite probably, too, the teachers in this column with five or six classes were among those who taught at all four grade levels. Regardless of the recommendations of the College Entrance Examination Board, the National Council of Teachers of English, and Dr. James Conant that English teachers have no more than four classes per day and no more than 100 students, data indicated that only 236 teachers in Iowa reported they were so assigned. However, being realistic enough to understand that the optimum is not always possible, one would hardly find fault with the assignments of teachers who had either four or five classes per day and no more than 125 students (675 teachers, or 46.9 per cent of the total number in the Study, were so assigned). Some 145 teachers reported four or more classes and 136 or more students per day.

The maximum loads reported by teachers in conventional-type classes are shown in Table 11.

* *

TABLE 11
MAXIMUM TEACHING LOADS REPORTED
BY STUDY TEACHERS

Number of English Classes Per Day	Maximum Number of Students Per Day
Four classes	165
Five classes	170
Six classes	200

* *

To alleviate some of the heavy teaching loads, a few schools have been experimenting with team teaching in a variety of forms; 65 of the Study teachers were involved in team teaching. Table 12 reveals pertinent information regarding the teams identified.

* *

TABLE 12
NUMBER OF TEACHERS ON TEAMS COMPARED TO NUMBER OF STUDENTS TAUGHT PER DAY

Number of Teachers on Teams	Number of Students in Teams		
	Smallest Number	Median Number	Largest Number
Two teachers	19	50	262
Three teachers	14	50	375
Four or more teachers	20	200	600

* *

Where four or more teachers are involved in a team, the procedure is almost invariably some form of group shifting from large lecture-groups to small discussion-groups. The smallest numbers shown on Table 12 very likely represented the smallest sized discussion-groups.

School Practices

Other relatively recent practices found in the schools are listed in Table 13 along with the number of teachers who reported they were directly engaged in the innovations.

* *

TABLE 13
NUMBER OF TEACHERS REPORTING INNOVATIVE PRACTICES

Practices	Number of Teachers
Homogeneous grouping	508
Classroom book collections	295
Programmed instruction	144
Individualized reading	119
Paperback bookstore	108
Developmental reading	99
Remedial reading	91
Teaching machines	88
Flexible scheduling	87
Lay readers	85
Advanced Standing Program	67
TV teaching	33

* *

Although homogeneous grouping is not a recent practice, it seems to be a subject for debate among almost all educators, so it was included on the list in Table 13. Those who replied affirmatively to having classes grouped in this manner represented 508 teachers, or 35.4 per cent of the total Study segment. Only 295 of the teachers (20.5 per cent) indicated they had book collections in their classrooms, aside from textbooks. Only 190 of the teachers (13.2 per cent) were personally involved in teaching reading improvement, but 1,055 (73.4 per cent) reported that classes in developmental and/or remedial reading were being offered in their schools. Only 108 (7.5 per cent) were actively involved in the operation of a paperback bookstore, but 332 (23 per cent) reported their schools had such a service.

Of the respondents, 67 stated they were teaching in the Advanced Standing Program, a program originally designed for seniors who have displayed an academic talent in English. These were probably not all twelfth grade teachers, however, for several schools now have Advanced Standing class at all grade levels, 9-12. Not any of the practices seem to have been tested widely in Iowa schools, but responses to the Study questionnaire show that a trail has been broken.

Possibly the best person to spark experimentation and to keep it from having the "new-broom stigma" is the department chairman; 173 of the respondents reported they were department chairmen. Needless to say, this position is often merely a title; even though capable, these teachers have neither the time nor the authority to encourage experimentation, let alone to perform other functions that would enhance the English department. Table 14 will describe the positions and functions of these 173 teachers who reported they were department chairmen.

The functions included in Table 14 were the ones most often performed by the contributors to _High School Departments of English_,[8] a publication which was a forerunner of a three-year study made of 158 highly rated English departments throughout the country. In Iowa, only 34.8 per cent of the schools had English-department chairmen, and, as can be seen in Table 14, very few of the chairmen appeared to have either the time or the authority to perform many of the duties ordinarily assumed by a person in this capacity.

---

[8] _High School Departments of English: Their Organization, Administration, and Supervision_, Cooperative Research Project No. F 047 (Champaign, Illinois: National Council of Teachers of English, 1964).

* *

TABLE 14
NUMBER OF ENGLISH DEPARTMENT CHAIRMEN RESPONDING TO VARIOUS ASPECTS AND FUNCTIONS OF THE POSITION

Aspects and Functions	Number of Teachers
Selection	
Elected to chairmanship by members of department.	21
Appointed by administration	152
Tenure	
Chairmanship is a permanent position.	89
Chairmanship rotates in department.	24
Procedures establishing and maintaining position unknown.	60
Teaching Assignments	
At least two periods a day allowed to perform functions of chairman.	23
Teach no more than four classes a day	72
Do not teach the same grade level each year	31
Do not teach the same intellectual level each year.	37
Functions	
Assist in interviewing and hiring English teachers.	30
Assist in assigning English teachers.	26
Supervise classes and evaluate teachers	20
Provide ongoing inservice training for department	39
Direct curriculum planning.	77
Perform services for department (keep records, dispense books, etc.).	92
Help English teachers solve problems that relate to classroom procedures.	103
Act as a liaison between English department, administrators, and/or lay people	107
Help to orient teachers new to the system	108

* *

Other recommended practices which merited investigation are enumerated in Table 15. The number of teachers who did not respond to this section of the questionnaire arouses almost as much concern as the number who responded "Never," for it seems to reflect a lack of interest in the practices. Apparently, not much consideration has been given to providing teachers with the opportunity to visit other English classes, but a sizable number of teachers did find time to exchange ideas and plan together. Quite disturbing is the fact that 499 of the respondents (34.7 per cent) indicated they had not been observed during the year by an administrator, supervisor, or department chairman.

* *

TABLE 15
NUMBER OF TEACHERS REPORTING THE TIMES THEY HAVE BEEN INVOLVED IN RECOMMENDED PRACTICES DURING THE PRESENT SCHOOL YEAR

	Number of Times Involved in Practice				
Practices	5 or more	2-4	Once	Never	No Response
Observed by an administrator, supervisor, or department chairman	140	413	298	499	87
Present at a planned departmental meeting	360	474	143	306	154
Attended an inservice training session	92	439	249	478	179
Allowed to visit other classes in your school	39	72	79	965	282
Allowed to visit classes in other schools	5	37	235	933	227
Allowed to attend professional English meetings	7	243	361	600	226
Able to exchange ideas and plan with other teachers in the department	886	268	52	114	117

* *

Distribution of Time

One section of the Study questionnaire asked the teachers to indicate the approximate number of hours they spent in various school-related activities and duties each week. The replies are tabulated in Table 16.

* *

TABLE 16
APPROXIMATE NUMBER OF HOURS SPENT PER WEEK IN SCHOOL-RELATED ACTIVITIES AND DUTIES

Activities and Duties	Hours Spent Per Week							No Response
	None	1-5	6-10	11-15	16-20	21-25	26+	
Subject-matter preparation	2	434	629	206	78	121	19	48
Evaluation of papers	3	253	566	324	149	46	45	51
Individual instruction outside of school time	417	753	58	12	8	1	5	183
Professional reading	88	1025	167	40	19	80	12	6
Supervising study hall	562	585	95	24	6	4	2	150
Extracurricular duties (without pay)	393	702	80	27	11	0	7	217
Keeping records	121	1098	71	16	4	0	10	117
Preparing materials for students	81	1051	195	19	5	3	0	83
Developing audio-visual materials	522	680	26	2	0	0	0	207
Other activities related to education	116	768	137	30	15	13	19	339

* *

A look at the first column in Table 16 raises the question of how a few of the respondents were teaching English. The individuals who reported they spent no time preparing assignments or materials for students, no time evaluating students' papers, no time giving help to individual students outside of school hours, and no time reading professional literature were atypical, according to the data presented in Table 16. Those who stated they spent from one to ten hours per week in the activities listed were typical of the English teachers. One to ten hours were reported by the following percentages of Study teachers:

70.4 per cent--preparing subject matter
57 per cent--evaluating students' papers
56.4 per cent--helping individual students outside of school hours
83 per cent--reading professional literature
47.3 per cent--supervising study hall
54.4 per cent--performing extracurricular duties without pay
81.3 per cent--keeping records
86.7 per cent--preparing materials for students
49.1 per cent--developing audiovisual materials
62.9 per cent--performing other activities related to education

Significant Observations

- The previous teaching experience of the Study respondents ranged from 12.2 per cent who were teaching English for the first time to 40 per cent who had taught for ten years or more.
- Fifteen of the teachers who were teaching English for the first time had assignments at three different grade levels and six at four levels.
- More of the upper-grade classes were assigned to the teachers with the greatest amount of previous experience.
- Of the teachers who had had no previous experience or experience only at the same grade level (480), 71.4 per cent reported they were teaching in either the ninth or tenth grades.
- The largest percentage of teachers in the 30-39 year age bracket were teaching in schools with enrollments of over 600.
- Only 8.1 per cent of those in the 50-59 year age bracket were teaching in schools with 400-600 enrollment; these schools tended to hire more teachers in the 20-29 year range than did the other schools.
- Schools with enrollments under 200 had a higher percentage of teachers beyond the age of 39 than did the other schools.
- The percentage of teachers without English majors became increasingly higher as the grade levels lowered; still, one fourth of the nonmajors were assigned to twelfth-grade classes.

- Twenty-one nonmajors were teaching at three grade levels, 17 at all four.

- Fifteen nonmajors who reported they were not working toward a graduate major in English were teaching at three grade levels, 11 at four.

- The major-nonmajor pattern according to school size corresponded with that of grade levels. As the size of the school went down, the percentage of nonmajors went up, but even then, slightly less than one fourth of the teachers of English in schools with enrollments of over 600 were nonmajors.

- Optimum assignments (four classes per day with no more than 100 students per day) were reported by 16.4 per cent of the Study teachers.

- Realistic assignments (four or five classes per day with no more than 125 students per day) were reported by 46.9 per cent of the Study teachers.

- Maximum student-loads in conventional-type classes were reported as follows: four classes--165, five classes--170, six classes--200.

- Team teaching was reported by 65 teachers.

- Although several recommended innovative practices had not been widely accepted, neither had they been ignored.

- Of the 458 high school districts in Iowa, 62.2 per cent had no chairman of the English department; only 173 teachers reported they were chairmen.

- A large number of the 1,437 teachers reported "never" to the question which sought to determine the extent to which the following commendable practices were used in the schools during the past year:

  499 were not observed by a supervisor, administrator, or department chairman

  306 had attended no planned department meeting

  478 had not participated in an inservice program

  965 had not visited another classroom in his school

  933 had not visited a classroom in another school

600 had not attended a professional English meeting

114 had not exchanged ideas or planned with other teachers in the department

- On the plus side of the scale, 360 reported they had attended five or more planned department meetings, and 886 reported they had exchanged ideas and planned with other teachers in the department at least that many times during the year. Moreover, 413 had been observed from two to four times, 474 had attended from two to four planned department meetings, and 439 had partipated in two to four inservice meetings.

- The teachers who reported they spent no time in the common activities or duties of English teachers were as follows:

2	subject-matter preparation
3	evaluation of students' papers
417	individualized instruction outside of school hours
88	professional reading
562	supervising study hall
393	extracurricular duties (without pay)
121	keeping records
81	preparing materials for students
522	developing audiovisual materials
116	other activities related to education

- On the other hand, 66.3 per cent reported they spent six-plus hours per week on subject-matter preparation, and 78.6 per cent spent as much time evaluating students' papers.

- Up to five hours per week were devoted to professional reading by 71.3 per cent of the respondents, and six or more hours were spent in the same way by 22.1 per cent.

- Up to five hours per week were spent in preparing materials for students by 13.1 per cent of the teachers, and six or more hours were spent in the same way by 15.4 per cent.

- Up to five hours per week were used to help students outside of school hours by 52.4 per cent of the teachers, and six plus hours were devoted to the same activity by 5.8 per cent.
- Up to five hours per week were used to develop audiovisual materials by 47.3 per cent of the teachers.

Having discussed the previous experience of the Study teachers and their present teaching positions, the next chapter will focus upon a more intensive look at the major status of the teachers and their continuing educational goals.

CHAPTER IV

ENGLISH MAJORS AND NONMAJORS: A CLOSER LOOK

As was stated in Chapter II, 68.1 per cent of the teachers responding to the Study questionnaire had majors in English (20.5 per cent men and 47.6 per cent women), and 31.9 per cent had majors outside the area of English (9.9 per cent men and 22 per cent women). This part of the Report will present a closer look at these teachers in regard to types of English majors, sources of undergraduate degrees, and goals for continuing education.

Types of English Majors

Of the 979 teachers who reported a major in English, 744 had an undergraduate major only (229 men and 515 women), 100 had a graduate major only (24 men and 76 women), and 135 had both an undergraduate and a graduate major (42 men and 93 women). A breakdown of the majors and nonmajors by age brackets is given in Table 17, and a breakdown of age brackets by majors and nonmajors is given in Table 18.

* *

TABLE 17
PERCENTAGE OF MAJORS AND NONMAJORS BY AGE BRACKETS

	Percentage by Age Brackets						No
Major Status	20-29	30-39	40-49	50-59	60+	(30-60)	Resp.
Undergraduate only (744)	45.3	14.9	16.3	12.2	5.9	43.4	5.4
Graduate only (100)	17.0	19.0	11.0	21.0	17.0	51.0	15.0
Both undergraduate and graduate (135)	23.7	17.8	17.0	17.8	13.3	52.6	10.4
Total majors (979)	39.4	15.7	15.8	13.9	8.1	45.4	7.1
Total nonmajors (458)	32.8	18.1	18.6	18.1	5.7	54.8	6.7

* *

* *

TABLE 18
PERCENTAGE BY AGE BRACKETS OF MAJORS AND NONMAJORS

	Percentage of Majors and Nonmajors				
Age Brackets	Undergraduate Only	Graduate Only	Undergraduate and Graduate	Non-Major	No Response
20-29 (539)	62.5	3.0	5.9	27.8	00.8
30-39 (237)	46.8	8.2	10.0	35.0	0.0
40-49 (239)	50.3	4.4	9.9	35.5	0.0
50-59 (223)	40.8	9.4	10.7	37.2	1.9
60+ (107)	41.5	15.0	16.8	25.2	1.5
30-60 (699)	46.4	7.3	10.2	36.0	0.1

* *

From the two viewpoints presented in Tables 17 and 18 a healthy sign is noticeable. The teachers in the 20-29 year age bracket accounted for the highest percentage of undergraduate majors. Since they also had the highest total number in the single age groups of the Study respondents, this is not too surprising. But in the category of undergraduate majors, they exceeded the larger combined-age bracket (30-60) by a small margin, 1.9 per cent. Encouraging, too, is their number in the undergraduate-graduate category; here they exceed those in any other single age bracket. Indeed, they represented almost one fourth of this category (Table 17).

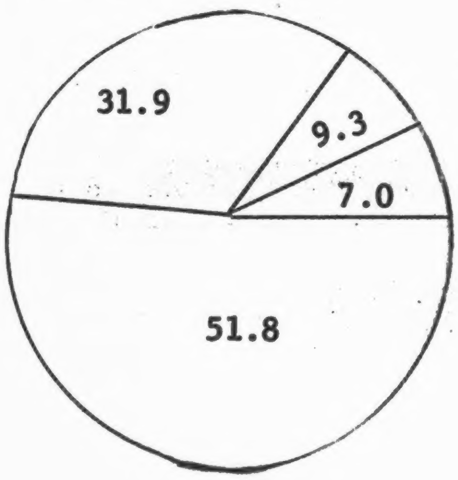
Looking at the situation from the standpoint of the age-bracket categories (Table 18), the 20-29 year olds had 12.2 per cent more undergraduate majors among their ranks than any other single age group and 16.1 per cent more than the larger combined-age group (30-60). Although the 20-29 year olds had the smallest percentage of teachers in the other two major-categories, only the oldest age group had a smaller percentage of nonmajors than the youngest age group.

Disturbing is the fact that 54.7 per cent of those in the nonmajor category were in the 30-60 year age bracket (Table 17, last column). The teachers in this bracket represented 51.2 per cent of the Study respondents and 36 per cent of them (Table 18, bottom line) were nonmajors.

Of the 437 men teachers, 67.5 per cent had majors in English, and of the 1,000 women teachers, 68.3 per cent were equally well prepared in this teaching area. Of the 979 teachers who reported majors, 44.6 per cent were men and 55.4 per cent were women. And of the 971 married teachers, 66.3 per cent had majors.

The proportion of majors and nonmajors in the Study population is depicted by a circle graph in Figure IV.

* *



Undergraduate Only	51.8
Graduate Only	7.0
Undergraduate and Graduate	9.3
Total Majors	68.1
Nonmajors	31.9
Grand Total	100.0

FIGURE IV
PERCENTAGE OF MAJORS AND NONMAJORS IN STUDY POPULATION

* *

Sources of Degrees

The largest percentage of teachers reported their undergraduate degrees were from an Iowa college (45.9 per cent), the next largest percentage from an out-of-state university (23.6 per cent), the next from an Iowa university (19.6 per cent), and the lowest percentage from an out-of-state college (10.4 per cent). No response was received from 0.5 per cent of the teachers. These data show that almost two thirds of the teachers in this Study were trained in Iowa institutions of higher learning.

The source of the degrees compared to the sex of the respondents is described graphically in Figure V.

* *

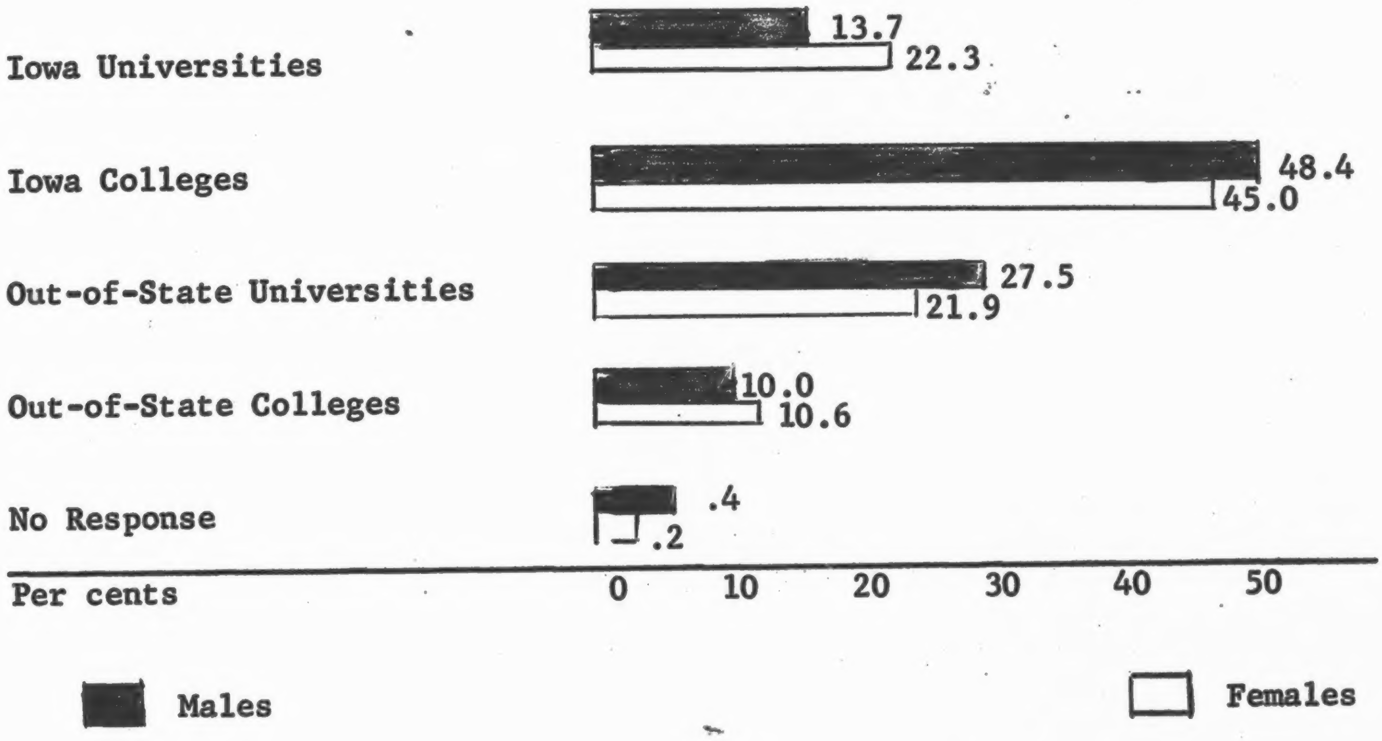


FIGURE V
PERCENTAGES OF MALES AND FEMALES IN STUDY BY
SOURCE OF UNDERGRADUATE DEGREES

* *

The information revealed in Figure V shows that the men who earned their bachelor's degrees from universities tended to select out-of-state institutions. Interestingly enough, although Iowa-trained teachers often prefer to teach in another state, this Study reveals that approximately 34 per cent of the English teachers in Iowa secondary schools during 1965-66 were trained outside the state.

A comparison between ages and the source of degrees is pointed out in Table 19.

* *

TABLE 19
PERCENTAGE OF STUDY POPULATION BY AGE BRACKETS AS COMPARED TO THE SOURCE OF UNDERGRADUATE DEGREES

	Percentage by Age Brackets		
Source of Degrees	20-29	30-60	60+
Iowa Universities	15.2	20.3	27.0
Iowa Colleges	47.1	45.4	45.8
Out-of-State Universities	26.1	23.5	12.1
Out-of-State Colleges	9.6	10.2	14.0

* *

Table 19 shows that a higher percentage of the youngest teachers were trained in out-of-state universities rather than Iowa universities, whereas just the opposite was true of the oldest teachers. Table 19 merely suggests the trend in school choices among the various age groups, and most noticeable is the consistency in percentages found in the Iowa-colleges category.

Continuing Education of Teachers

Probably more important than the sources of undergraduate degrees were the continuing educational goals reported by the Study teachers, for English teaching today covers a wide range of concerns. English as a subject in the secondary schools has changed from a service course for other disciplines to a self-contained course with a vast body of knowledge worthy of study in its own right. These changes have made continuing education vital.

Of those who reported undergraduate majors in English, only 36.6 per cent stated they were pursuing graduate study that would culminate in an advanced degree in English. As might be expected, the percentage of nonmajors working toward a graduate major in English was even smaller: 23.4 per cent.

The men in the Study population had a higher percentage among their ranks working toward graduate majors in English (31.8 per cent) than did the women (24 per cent), but because of sheer numbers, the male-female distribution in the category of those working toward an advanced degree in English was 36.7 per cent males as compared to 63.3 per cent females. The age distribution of this category may be seen in Table 20.

* *

TABLE 20
NUMBER AND PERCENTAGE OF STUDY TEACHERS WORKING TOWARD A GRADUATE DEGREE IN ENGLISH ACCORDING TO SEX BY AGE CATEGORY

Age Brackets	Males	Females	Totals	Percentage of Teachers
20-29 (539)	70	101	171	31.7
30-39 (237)	44	29	73	30.8
40-49 (239)	15	57	72	30.1
50-59 (223)	4	35	39	17.4
No Response	6	18	24	
Totals	139	240	379	

* *

Table 20 points out that not even one third of the respondents in any age bracket indicated they were aiming their educational goals toward a graduate degree in English.

Unusual is the fact that the number of men in the Study working toward a graduate degree in English was exactly the same as the number of men seeking a degree in another area (139). Among the women, 240 were working toward a graduate degree in English as compared to 166 working toward an advanced degree in another subject. Table 21 presents the areas outside of English that were most often being pursued by the respondents.

* *

TABLE 21
NUMBER BY SEX PURSUING GRADUATE DEGREES OUTSIDE THE AREA OF ENGLISH AS COMPARED TO THE SPECIFIC AREA REPORTED

Academic Area	Males	Females	Totals
Speech and Dramatics*	40	32	72
Foreign Language*	13	29	42
Library Science*	6	36	42
Guidance and Counseling	16	23	39
Education	14	16	30
Administration	27	1	28
Journalism*	2	4	6
Physical Education	5	3	8
Reading*	1	3	4
Social Science	6	6	12
Psychology	4	2	6
Others	5	11	16
Totals	139	166	305

*Related majors

* *

The starred academic areas in Table 21, which are closely related to English, attracted 166 of the respondents, or 54.4 per cent of the 305 teachers working toward advanced degrees in fields other than English. In the unrelated areas, guidance and counseling had the largest number.

Many of those not working toward a graduate degree in English had earned college credits in this area beyond their undergraduate work. In fact, 53.7 per cent of the remaining portion of the Study respondents (1,058) reported they had taken college work in English or English-related subjects after certification--courses which they felt would improve their teaching of English. Of these 1,058 teachers, approximately two thirds were undergraduate English majors and one third were nonmajors; they had earned, in round numbers, a median of 15 semester hours of credit in English.[9]

Approximately 860 of the Study teachers reported five or more years of teaching experience. Of these, nearly three fourths had earned college credit in English after their teaching careers began. Again, the largest percentage of these teachers also indicated an undergraduate major (51.6 per cent); the smallest percentage, a graduate major only (8 per cent); and the balance of the group was composed of the ones with both undergraduate and graduate majors (10.8 per cent) and of the nonmajors (29.6 per cent). These five-year-plus teachers earned a median of 12 semester hours of credit in English during their teaching years.

Approximately 575 of the above teachers reported ten or more years of teaching experience. Better than two fifths of these teachers had earned college credit in English within the last five years. As was the case in the previous two groups, this group had a majority of undergraduate majors (56.8 per cent). The remaining portion of the ten-year-plus group was divided as follows: 12 per cent graduate majors, 9.4 per cent with both graduate and undergraduate majors, and 21.8 per cent nonmajors. In round numbers, 5 semester hours was the median number earned.

---

[9] Quarter hours were converted into semester hours in the tabulations stated in this Report.

Significant Observations

- The teachers from 20-29 years of age accounted for the highest percentage of undergraduate majors; they exceeded the percentage of undergraduate majors in the larger combined-age bracket (30-60) by 1.9 per cent.

- The respondents in the 20-29 year age bracket had a higher percentage in the undergraduate-graduate category than any other single age bracket.

- Turning the focus to the age brackets, the 20-29 year olds had 12.2 per cent more undergraduate majors in their ranks than did any other single age bracket and 16.1 per cent more undergraduate majors than did the larger combined-age bracket (30-60).

- Only the oldest age bracket had a smaller percentage of nonmajors than did the teachers in the 20-29 year range.

- The combined-age bracket (30-60), which accounted for 51.2 per cent of the Study respondents, represented 54.7 per cent of the nonmajor category.

- Remarkably close were the percentage of majors in the following:

  Male category-------67.5
  Female category-----68.4

- Noticeable, too, was the fact that 67.6 per cent of the Study teachers were married, and the percentage of this group reporting majors in English was almost the same, 66.3.

- Of the Study respondents, 51.8 per cent had undergraduate English majors only, 7 per cent had graduate majors only, 9.3 per cent had both undergraduate and graduate majors, and 31.9 per cent were nonmajors.

- Two thirds of the Study teachers had been trained in Iowa institutions of higher learning.

- The men tended to select out-of-state universities for their bachelor degrees more often than Iowa universities.

- Approximately 490 teachers earned their bachelor degrees outside the state.

- Iowa colleges remained exceptionally constant through the years as the sources of bachelor-level degrees.

- Of those who reported undergraduate majors, only 36.6 per cent indicated they were working toward a graduate major in English; and of the nonmajors, 23.4 per cent indicated their academic goals were in this direction.

- The men teachers in the Study had a higher percentage among their ranks working toward a graduate major in English (31.8 per cent) than did the women (24 per cent).

- Fewer than one third of the teachers in any age bracket indicated they were working toward a graduate degree in English.

- The men who indicated they were pursuing a graduate degree in English was exactly the same in number as the men who stated they were working toward a graduate degree in another academic area (139).

- Of the 305 teachers working toward advanced degrees outside of English, 166 were working in related areas: speech, foreign language, library science, journalism, and reading.

- Of those not working toward graduate degrees, 53.7 per cent reported they were selecting courses to improve their teaching of English; approximately two thirds were undergraduate majors and one third nonmajors. They had earned a median of 15 semester hours of college credit in English since they began teaching.

- Those with five or more years of teaching experience who had earned college credit in English after their teaching careers began represented nearly three fourths of the teachers with five-plus years of experience. They had earned a median of 12 semester hours of college credit in English.

- Those with ten or more years of teaching experience who had earned college credit in English _within the last five years_ represented better than two fifths of the teachers with ten-plus years of experience. They had earned a median of 5 semester hours of college credit in English.

The attitudes of the Study teachers will be discussed in Chapter V, and some of these attitudes may suggest possible ways to bring about more interest in continuing education.

CHAPTER V

TEACHER ATTITUDES

Teacher attitudes affect many facets of the English program; they reveal personal strengths and weaknesses; and they provide administrators and planners of institutes, workshops, and inservice training with an insight of the expressed needs and desires of the teachers. Several items in the Study questionnaire were designed to uncover some of these attitudes, for it was felt that such knowledge might lead to productive measures that would bring about improvement of the English teaching in Iowa secondary schools. This chapter will be an attempt to identify the attitudes regarding: types of classes which are commonly taken for credit after certification, memberships in professional English organizations, attendance at professional meetings, use of professional journals, preparation in various competencies and classroom activities, reactions to methods courses in the teaching of English, desires for further study, evaluation of teaching aids in the schools, and reactions to possible helps for upgrading teaching.

Types of Classes for College Credit

What people do and what they prefer to do are not always the same. Such was the case with several teachers who earned college credit after certification. Table 22 depicts the percentage of respondents who earned hours in particular types of classes and the preferences of the teachers for these classes.

* *

TABLE 22
NUMBER OF RESPONDENTS WHO HAVE EARNED CREDITS IN VARIOUS TYPES OF CLASSES AS COMPARED TO THEIR PREFERENCES FOR THE CLASSES

Types of Classes	Order of Preference	Number of Respondents Who Have Earned Credit in Class
Regular Summer School	1st	573
Correspondence	7th	266
Night Classes on Campus	4th	255
Night Classes by Extension	5th	253
Workshops	3rd	224
Saturday Classes	6th	174
N.D.E.A. or Other Institutes	2nd	162
Day Classes by Extension	8th	139
Other Classes	9th	76

* *

Table 22 shows that the number of teachers reporting credits earned in regular summer school was twice as large as the number reporting credits earned in any other type of class. Over half of the respondents also indicated a preference for summer school. Some of the reasons for this strong preference are as follows: many school systems require teachers to earn on-campus credit periodically to receive salary increments; teachers have a wider selection of course offerings; there are fewer commitments to detract from study; and a certain number of on-campus credits are required for graduate degrees.

Although institutes rated second in order of preference, only 162 teachers had earned credits in this manner. The scarcity of such institutes seems to be a plausible explanation for this discrepancy; consequently, the information revealed here has been made known to the elected lawmakers, both the state and national levels. The money funded by the federal government for institutes in English was cut back for 1967;

Iowa received only two N.D.E.A. grants for summer institutes in 1967--one in English and one in reading--as compared to four in 1966. Some of the findings from this Study may have a favorable impact upon the legislators.

In their effort to provide classes that will attract teachers and encourage them to continue their education, the Iowa colleges and universities might take heed of the fact that workshops ranked third in the order of preference. An increase in the number of workshops in English seems to be worthy of serious consideration, in light of these findings. Since 67.7 per cent of the Study respondents stated they were married, undoubtedly finances and time away from home are important factors that must be considered. Workshops of two or three weeks might fit into the lives of the teachers quite comfortably; such classes would require less manipulation of a family and less money. Moreover, the workshop rates high with English teachers because it gives them an opportunity to concentrate upon a particular aspect of the multifaceted subject they teach.

Apparently many English teachers do not let their preferences interfere with their educational goals, for 266 earned credits through correspondence in spite of the fact that this type of offering was seventh in order of their preference. Day classes by extension and _other_ classes (e.g. television) were the least preferred and are very likely the least available. Television classes for credit in English should certainly be considered when (thinking positively) educational television becomes a statewide reality. Until that time, "early-bird" classes, such as those offered in science and mathematics, might be worthy of investigation. It seems logical to make every effort to offer classes for continuing education that will appeal to the English teachers.

Professional Organizations, Meetings, and Journals

To a degree, the professional attitude of English teachers can be evaluated by their memberships in subject-matter professional organizations. The Study data revealed that only 34.8 per cent were members of the National Council of Teachers of English and that only 32.3 per cent were members of the Iowa Council of Teachers of English, the two most important professional organizations for anyone engaged in teaching English in the secondary school. Not even half of those with majors belonged to the national organization (42.4 per cent), and an even smaller percentage of the majors reported membership in the state English organization (33.5 per cent).

Affiliation in the two professional organizations in relationship to teaching experience and academic background is given in Table 23.

The figures in Table 23 reveal expected information: the more experienced teachers had the largest percentage of individuals in their ranks who were members of NCTE and who were members of ICTE. Yet, even in this group, the memberships did not reach the 50 per cent level in either of the professional organizations.

* *

TABLE 23
PERCENTAGE OF STUDY RESPONDENTS WHO REPORTED MEMBERSHIPS IN THE TWO PROFESSIONAL ENGLISH ORGANIZATIONS AS COMPARED TO THEIR MAJOR STATUS AND TEACHING EXPERIENCE

Major Status and Teaching Experience	Percentage of Prof. Organizations	
	NCTE	ICTE
Majors in English (979)	42.4	33.5
Nonmajors (458)	18.6	37.6
Five-year-plus teachers with credits earned after certification (568)	45.6	48.0
Teachers whose careers were interrupted (614)	36.3	37.1

* *

The percentage of teachers attending area, state, and national meetings in the last three years is tabulated in Table 24.

* *

TABLE 24
PERCENTAGE OF STUDY RESPONDENTS REPORTING THE NUMBER AND TYPES OF PROFESSIONAL MEETINGS THEY ATTENDED DURING THE LAST THREE YEARS BY TYPE OF MEETING

Types of Meetings	Percentage of Teachers Attending Meetings						
	1	2	3	4	5	6+	Totals
Area	11.9	14.4	12.5	4.2	2.5	4.9	50.4
State	16.2	13.4	9.8	1.1	1.0	1.0	42.5
National	1.7	0.3	0.2	0.0	0.0	0.0	2.2

* *

From the data in Table 24 it is obvious that teachers of English who attended national meetings were a rarity, for 97.8 per cent reported they had attended no such meeting in the last three years. Because of the time and money involved, this is not surprising, but it is surprising that only 24.1 per cent had gone to three or more area professional meetings and only 12.9 per cent had gone to three or more state meetings in the last three years. Disturbing as this information is, Table 25 presents an even more disturbing picture.

* *

TABLE 25
NUMBER AND PERCENTAGE OF TYPES OF MEETINGS ATTENDED IN LAST THREE YEARS BY STUDY RESPONDENTS

Number of Types of Meetings	Number Attending Meetings	Percentage of Teachers Attending Meetings
Three types	20	1.5
Two types	443	30.8
One kind only	280	19.4
No meetings	694	48.3
Totals	1,437	100.0

* *

Table 25 displays almost unbelievable data: 48.3 per cent of the English teachers in the public secondary schools of Iowa had not attended a professional English meeting in the last three years and only 1.5 per cent had attended all three types of meetings. This is especially significant since one of the state meetings coincides with the Iowa State Education Association Convention in the fall of the year. Considering the figures which showed the percentage of teachers who were not affiliated with the Iowa Council of Teachers of English (67.7 per cent), this highly undesirable situation becomes more believable.

Of the 399 teachers who reported they had been given released time to attend professional meetings, 45.6 per cent stated they had received no reimbursement for expenses, 9 per cent had received partial financial assistance, 15.3 per cent had received full reimbursement, and 30.1 per cent did not reply to this portion of the question. Of the 122 teachers who reported they had attended professional meetings on their own time, 4.9 per cent said their expenses were paid in full, 7.4 per cent in part, and 54.9 per cent not at all; 32.8 per cent did not reply to this portion of the question.

The teachers were asked to designate the extent to which they used the professional journals published by these organizations. A tabulation of their replies is presented in Table 26.

* *

TABLE 26
NUMBER OF STUDY RESPONDENTS AS COMPARED TO THEIR REPORTED USE OF NCTE AND ICTE PROFESSIONAL JOURNALS

Journals	No Response	Number Times Journals Used			
		Often	Sometimes	Rarely	Never
English Journal	78	588	500	129	142
College English	404	99	227	196	511
Elementary English	464	33	77	122	741
Iowa English Bulletin	277	189	348	162	461
Iowa English Yearbook	344	109	221	168	595

* *

The first column in Table 26, indicating the high number of individuals who do not respond to the question, leads one to infer that interest in these journals was correspondingly low. The English Journal, understandably, was read by the greatest number of teachers, yet almost one fifth of the teachers reported they read this publication rarely or never. This table suggests that a large percentage of the Study teachers did not make much use of the last four publications.

Table 27 describes the extent to which various groups of teachers used the professional journals frequently.

* *

TABLE 27
PERCENTAGE OF TEACHERS IN VARIOUS GROUPS AND AGE BRACKETS WHO REPORTED FREQUENT USE OF THE PROFESSIONAL JOURNALS

	Percentage of Teacher Use				
Groups and Brackets	English Journal	College English	Elem. English	Ia. Eng. Bulletin	Ia. Eng. Yearbook
Teacher Groups					
Majors (979)	44.8	7.2	2.2	13.6	7.9
Nonmajors (458)	33.5	6.0	2.6	12.7	7.2
Teachers working toward graduate degree in English (379)	59.7	12.1	1.6	17.6	9.8
Teachers whose careers were interrupted (614)	45.0	7.1	3.4	18.5	11.0
Age Brackets					
20-29 (539)	30.0	4.8	0.9	3.3	1.0
30-39 (237)	35.8	9.0	1.7	9.0	4.2
40-49 (239)	46.0	9.6	1.2	15.0	7.5
50-59 (223)	55.1	6.7	6.6	27.3	7.0
60 + (107)	57.0	5.5	5.0	27.1	1.9

* *

Table 27 designates clearly that the English Journal was the only publication among those listed which was widely read. Two features stand out in relationship to the reading of this journal: (1) those working toward a graduate degree in English reported the highest percentage of users, and (2) the percentage of users increased quite consistently with the age of the teachers. Noteworthy, too, is the fact that only 12.1 per cent of the teachers working toward graduate degrees were frequent readers of College English (the highest percentage of College English readers), and that a very small percentage of these readers (1.6) were frequent readers of Elementary English.

So far this chapter has discussed teacher attitudes through the eyes of an observer. The remainder of the chapter will deal with self-evaluations and personal reactions of the teachers.

Areas of Competency and Classroom Activities

To evaluate one's own competency is not an easy task, but it can be a rewarding and enlightening one. In the busy schedule of the English teacher, time for a self-look is at a premium, but such a look is important for the teacher who wants to keep on his toes professionally. The Study respondents were asked to make a self-evaluation of their preparation--through credit courses or independent study--in specific areas of competency, categorized under the three major components of the English language arts. The tabulation of these responses is given in Table 28.

* *

TABLE 28
PERCENTAGE OF TEACHERS' RESPONSES AS TO THEIR OWN
PREPARATION IN SPECIFIC AREAS OF COMPETENCY

Area of Competency	Percentage Well Prepared	Percentage Moderately Prepared	Percentage Not Well Prepared	Percentage No Response
Language				
History of language	17.2	52.7	25.2	4.9
Development of Am. Eng.	17.4	52.1	26.3	4.2
Dialectology	4.0	32.4	55.4	8.2
Etymology	13.2	44.2	35.3	7.3
Lexicography	11.0	35.7	45.0	8.3
Semantics	17.4	48.1	27.0	7.5
Structural grammar	33.7	40.1	21.9	4.3
Transformational generative grammar	10.4	33.9	44.9	10.8
Basic speech	45.1	40.1	10.2	4.6
Oral interpretation	49.4	35.0	10.6	5.0
Literature				
Literary genre	35.3	37.8	12.0	14.9
Classical Lit. (Eng.)	49.0	38.9	8.3	3.8
Classical Lit. (Am.)	57.3	33.6	5.8	3.3
World Literature	21.8	52.9	19.7	5.6
Contemporary Lit.	30.3	51.7	13.4	4.6
Adolescent Lit.	20.9	43.9	29.5	5.7
Myths, legends, folklore	25.7	49.9	20.0	4.4
Literary criticism	24.5	51.0	18.3	6.2
Composition				
Advanced composition	31.2	45.6	17.7	5.5
Creative writing	26.2	49.5	20.0	4.3
Principles of rhetoric	29.3	46.0	19.3	5.4

* *

From the figures in Table 28, it is quite obvious that more of the teachers felt inadequately prepared in language competencies than in either literature or composition competencies. Dialectology, lexicography, and transformational generative grammar seem to be the weakest areas.

In all but three of the competencies included in the language component (structural grammar, basic speech, and oral interpretation) at least one fourth of the respondents indicated they felt poorly prepared to teach the area. On the other hand, only in one of the competencies included in the literature component did more than one fourth feel poorly prepared--adolescent literature. Fewer than one third of the teachers felt well prepared to teach the competencies included in the composition component, but a sizable percentage felt moderately prepared. Indeed, "moderately prepared" dominated the total number of responses to this question.

The information in Table 28 should serve to guide those who are concerned with the preparation of English teachers as well as with the continuing education of English teachers. The areas of competency included in this question parallel those which were considered important by the people who have been working on national guidelines for the preparation of teachers of English. These guidelines should soon reach the teacher-training institutions of the country and the state teacher-certification departments. Since the guidelines represent the thinking of a great many educators, they will, undoubtedly, have an impact on teacher-training programs throughout the United States and upon the content of the English programs in secondary schools.

In the same manner as above, the teachers were asked to evaluate their preparation for performing specific activities related to the English classroom. The responses to this item are tabulated in Table 29.

TABLE 29
PERCENTAGE OF TEACHERS' RESPONSES AS TO THEIR OWN PREPARATION FOR PERFORMING SPECIFIC ACTIVITIES RELATED TO THE ENGLISH CLASSROOM BY KIND OF ACTIVITY

Activities	Percentage Well Prepared	Percentage Moderately Prepared	Percentage Not Well Prepared	Percentage No Response
Teaching spelling	39.8	44.9	12.7	9.5
Teaching vocabulary	51.2	40.5	5.8	2.5
Teaching remedial reading	7.0	24.1	65.4	3.5
Teaching developmental reading	10.3	38.2	46.7	4.8
Teaching listening	20.9	41.4	19.5	18.2
Using programmed materials	13.5	48.0	34.1	4.4
Using audiovisual equipment	25.6	53.0	17.0	4.4
Organizing sequential and purposeful assignments	49.5	44.0	2.2	4.3
Adjusting assignments to fit individual differences	36.1	52.5	7.9	3.5
Evaluating students' writing	45.8	47.2	3.5	3.5
Making effective examinations	47.4	47.0	2.5	3.1
Planning integrated units	38.2	51.2	6.5	4.1
Motivating reading	36.3	52.3	8.0	3.4
Planning a sequential curriculum	22.9	54.2	17.5	5.4
Using inductive teaching methods	24.3	59.0	11.2	5.5

In evaluating their preparation for the activities listed in Table 29, the majority, again, placed themselves in the moderately-prepared category. The only significant weaknesses were those felt in the teaching of remedial and developmental reading and in the use of programmed materials. It is interesting to note, however, that only in teaching vocabulary did more than half of the teachers feel well prepared.

Reactions to Methods Courses in The Teaching of English

Since methods courses help to prepare the teacher for some of the activities listed in Table 29, and since these courses are often a source of debate, the teachers who had taken a methods course within the last five years were asked to give their reactions to the value they had gained from certain areas that are generally included in such courses. Table 30 describes these reactions.

In no instance do the combined percentages in the little-help and no-help columns outweigh the combined percentages in the great-help and some-help columns in Table 30. However, the little-help or no-help columns were checked in all but the first two areas by more than 30 per cent of the respondents; in fact, at least 40 per cent of the respondents checked these two columns in the six areas marked with a double asterisk. Hopefully, this information will be considered by the teacher-training institutions of Iowa as they evaluate their programs for the preparation of English teachers.

* *

TABLE 30
PERCENTAGE OF TEACHERS' REACTIONS TO METHODS COURSES IN THE TEACHING OF ENGLISH TAKEN WITHIN THE LAST FIVE YEARS IN RELATIONSHIP TO VALUE GAINED FROM SPECIFIC AREAS GENERALLY INCLUDED IN SUCH COURSES

Areas Generally Included in Methods Courses	Percentage of Responses				Number of Responses*
	Great Help	Some Help	Little Help	No Help	
Insight into current teaching methods	33.4	48.3	13.1	5.2	823
Introduction to material in professional journals	32.5	46.2	14.0	7.3	818
Investigation of pertinent research studies**	13.1	38.0	15.2	33.7	863
Methods of creating a classroom climate that will motivate inquiry and discovery	28.2	40.8	21.6	9.4	816
Various methods of evaluating learning experiences	19.6	46.9	24.1	9.4	817
Examination and evaluation of various courses of study**	18.4	38.5	25.5	17.6	856
Examination and evaluation of various textbooks**	25.5	33.8	22.5	18.2	833
Suggestions on how to use audio-visual materials and equipment effectively	26.5	41.7	21.1	10.7	821
Exchange of ideas for creative classroom procedures	28.9	39.3	23.7	8.1	831
Various methods of handling individual differences**	15.6	41.7	30.3	12.4	812
Various methods of teaching the four communication skills	25.2	45.1	21.6	8.1	830
Various methods of teaching related skills**	14.3	40.7	30.2	14.8	822
Suggestions on how to integrate the various aspects of language, literature, and composition**	20.0	40.0	26.3	13.7	871
Various methods of making assignments	25.8	40.9	23.4	9.9	831

*The number of teachers responding to each of the items varied; percentages are based upon the totals listed in this column.

**Areas identified as least helpful by largest percentage of respondents.

* *

Desires for Further Training

Having evaluated their own preparation, the teachers were then asked to indicate their desires for further training. These desires are depicted in Table 31.

* *

TABLE 31
PERCENTAGE OF TEACHERS' EXPRESSED DESIRES FOR FURTHER STUDY BY AREAS OF INTEREST

General Study Areas	Percentage of Responses			
	Very Interested	Mildly Interested	Not Interested	No Response
Language background	39.7	32.3	8.0	20.0
The "new" grammars	54.8	27.2	6.8	11.2
Principles of rhetoric and the teaching of composition	60.7	21.9	4.2	13.2
Literary analysis	56.9	23.9	5.8	13.6
Adolescent literature	33.3	33.0	16.4	17.3
Myths, legends, folklore	33.7	36.5	11.2	18.6
Contemporary Literature	33.3	32.8	16.4	17.5
Current research studies	25.7	40.3	15.2	18.8
Methods of teaching reading to secondary students	47.0	29.3	9.3	14.4
Using inductive teaching methods	40.4	36.4	5.9	17.3
Effective use of audio-visual materials	38.3	36.8	10.2	14.7
Curriculum planning	43.5	32.1	8.9	15.5

* *

Table 31 certainly reflects a commendable attitude on the part of the Study teachers in regard to further training. Only in the area of current research did fewer than one third of the respondents check the very-interested column. In spite of the fact that approximately three fourths of the teachers felt either well prepared or moderately prepared to teach composition and principles of rhetoric, 82.6 per cent were either very interested or mildly interested in taking further training in this general area. Current research studies; contemporary literature; adolescent literature; and myths, legends, and folklore seem to be the least interesting areas, yet these same areas were among the weakest noted in Tables 29 and 30.

The information brought to light in Table 31 should be valuable to those planning institutes, workshops, inservice training, and extension courses for teachers of English. It stands to reason that if the interest is as high as reported, offerings in these subjects would attract a sizable number of teachers. Moreover, since the weak areas have now been identified, offerings in these areas might also be worthy of consideration.

Evaluation of Teaching Aids

Since effective teaching depends not only upon the adequate preparation of the teacher and his desire for continued education but also upon the materials which are available to him, the respondents were asked to evaluate the teaching aids in their schools. This evaluation is tabulated in Table 32.

Significant are the figures on Table 32 which show that over half of the respondents rated professional libraries as either inadequate or fair and that two fifths of the teachers rated supplementary materials in the same way. Some 34.8 per cent rated the professional libraries as excellent or good, and 54.2 per cent rated the supplementary classroom materials in the same way. As might be expected, teachers reporting from the larger schools tended to be better satisfied with the aids available to them, but never were the professional libraries rated excellent or good by more than 40 per cent of the respondents from any sized school.

* *

TABLE 32
TEACHERS' EVALUATIONS OF TEACHING AIDS IN THEIR SCHOOLS BY KINDS OF AIDS

	Percentage of Responses				
Aids	Excellent	Good	Fair	Not Adequate	No Response
Budget for English department	15.0	32.9	21.0	10.9	20.2
Professional library	9.3	25.5	26.6	24.5	14.1
Central school library	21.7	36.3	22.3	12.9	6.8
Overhead projector	41.0	28.4	12.4	9.4	8.8
Tape recorder	41.3	29.1	13.1	10.2	6.3
Record player	44.4	28.9	13.8	8.8	4.1
Opaque projector	30.9	26.1	15.6	12.5	14.9
Filmstrip and slide projectors	36.0	32.9	17.1	6.5	7.5
16mm projectors	37.8	31.4	13.3	5.8	11.7
Permanent proj. screen	28.7	17.7	10.8	21.6	21.2
Darkening curtains	18.2	14.5	14.5	30.5	22.3
Provisions for making transparencies	28.4	23.3	14.2	15.1	19.0
Textbooks	39.2	38.7	14.4	4.8	2.9
Supplementary classroom materials	19.5	34.7	25.8	14.9	5.1

* *

In the overall picture shown in Table 32 and in an analysis of the responses by school size, the audiovisual machines seem to be no problem to the teachers. But permanent screens and darkening curtains were rated as inadequate by approximately a third of the teachers, regardless of school size.

Reactions to Possible Helps

The final item in the Study questionnaire that called for teachers' reactions had to do with possible helps to improve their teaching. These reactions are shown in Table 33.

Table 33 reveals several interesting reactions of the Study teachers. Most significant is the fact that 91.1 per cent of them considered consultation with other teachers to be helpful, whereas only 71 per cent rated consultation with a principal, supervisor, or department chairman in the same way. A very high percentage placed professional libraries, time for individualized instruction, more supplementary materials, and encouragement to experiment with new ideas and materials in the helpful-category. The figures also suggest that more of the teachers would prefer state guidelines for a K-12 program in English and ongoing state publications related to the teaching of English than directions on how to develop a local course of study. Only two of the items were not considered helpful by more than half of the teachers: the opportunity to observe other classes in their own school (48.9 per cent) and heterogeneous grouping (23.8 per cent). Interestingly enough, though, 74 per cent regarded visits to other schools as helpful.

* *

TABLE 33
PERCENTAGE OF TEACHERS' REACTIONS TO POSSIBLE HELPS FOR IMPROVING TEACHING BY KINDS OF HELPS

	Percentage of Responses		
Possible Helps	Helpful	Little or No Help	No Response
Consultation with other teachers	91.1	4.1	4.8
A professional library with current materials	87.5	5.9	6.6
Time to give individualized instruction	87.0	4.9	8.1
More supplementary materials	83.3	5.9	10.8
Encouragement to experiment with new materials and ideas	81.8	6.7	11.5
Regular, planned, purposeful deparment meetings	76.6	15.8	7.6
Teacher-aide to prepare materials, etc.	75.8	14.1	10.1
State guidelines for a sequential K-12 English program, but not a comprehensive course of study	75.5	15.6	8.9
Opportunity to observe in other schools	74.0	17.2	8.8
A local course of study (K-12)	73.9	13.9	12.2
Ongoing DPI publications related to the teaching of English	73.4	17.2	9.4
Opportunity to attend prof. meetings	72.3	19.3	8.4
Consultation with principal, supervisor, or department chairman	71.0	19.4	9.6
Fewer students per day	70.0	17.7	12.3
Inservice (16 hrs.) with qualified instructor, released time, and expenses	67.6	23.2	9.2
A publication from the DPI on how to develop a local course of study	67.3	23.2	9.5
Ongoing inservice within the schools	66.8	19.0	14.2
Fewer class interruptions	66.7	19.4	13.9
Lay reader	66.7	20.1	13.2
Homogeneous grouping	64.4	14.8	20.8
New textbooks	62.7	21.5	15.8
Team teaching	51.0	34.5	14.5
Opportunity to observe other classes in your own school	48.9	37.4	13.7
Heterogeneous grouping	23.8	43.5	32.7

* *

The number of teachers who considered department meetings helpful was encouraging, as was the number who felt the same way about professional meetings. Ongoing inservice training within the school seemed to be very nearly as acceptable as a special inservice program. Surprisingly, teacher-aides were regarded helpful by more of the teachers than a decrease in student loads.

The teacher attitudes expressed in Table 33 seem to reflect a seriousness of purpose and a sense of responsibility. Surely, this information, along with the teachers' evaluations, should prove valuable to administrators as they make plans for upgrading their English departments.

Significant Observations

- The largest percentage of teachers taking courses for credit after certification did so in summer school.
- Of the types of classes listed, summer school was also rated top in preference.
- Rated second in order of preference were institutes, although only 162 teachers had earned credits in this way and it ranked 7th in terms of method utilized.
- Workshops were third in order of preferred classes.
- In spite of the fact that correspondence classes were preferred by very few of the teachers, the number earning credits through correspondence was exceeded only by the number earning credits in summer school.
- Only about one third of the teachers had memberships in the National Council of Teachers of English; not even half of the majors were affiliated with this national professional organization.
- About the same number had memberships in the Iowa Council of Teachers of English, and only a third of the majors were among the members.

- Only 24.1 per cent of the respondents had gone to three or more area professional meetings in the last three years; only 12.1 per cent had gone to three or more state meetings; and only 2.2 per cent had gone to a national meeting in the same period of time.

- Almost half of the teachers had not attended even one professional meeting in the last three years.

- Fewer than half of the teachers indicated they used the *English Journal* often.

- A little more than half of the teachers indicated they did not use *Elementary English*, and more than one third indicated they did not use *College English*.

- Those working toward graduate degrees in English reported the highest percentage of *English Journal* readers, and the percentage of readers increased quite consistently as the age of the teachers increased..

- More of the teachers felt inadequately prepared in language competencies than in either literature or composition competencies. However, more than one fourth felt a lack of preparation in adolescent literature, and fewer than one third felt *well* prepared--but a sizable number felt *moderately* prepared in composition.

- The largest percentage of teachers rated themselves as moderately prepared both in the areas of competencies and in activities related to the English classroom.

- More than 30 per cent of the teachers who had taken a methods course in the teaching of English during the last five years checked the little-help and no-help columns in the items listed, with the exception of two: "insight into current teaching methods" and "introduction to material in professional journals."

- The teachers showed a desire for further study in almost every area identified; interest was highest in composition.

- Over half of the respondents rated professional libraries in the English departments of their schools as either inadequate or fair, and two fifths of the teachers rated supplementary materials in the same way.

- Consultation with other teachers was considered helpful by more teachers than consultation with supervisors, principals, or department chairmen.

- **Over 80 per cent of the teachers regarded professional libraries, time to give individualized instruction, more supplementary materials, and encouragement to experiment with new materials and ideas as things which would help them improve their teaching.**

- **Teacher-aides were considered to be helpful by more teachers than were decreased student loads.**

- **Over three fourths of the respondents indicated that well organized department meetings, and state guidelines for a K-12 English program would be helpful.**

- **Out of twenty-two possible helps listed, only heterogeneous grouping and the opportunity to observe other classes within the same school were rated as helpful by fewer than 50 per cent of the teachers.**

The Report thus far has been concerned with the Study teachers as a whole. The next chapter will consider only the segment of the respondents who indicated that their teaching careers had been interrupted.

CHAPTER VI

STUDY RESPONDENTS WITH INTERRUPTED CAREERS IN TEACHING

It was surmised that several of the Study respondents might be among those who had had interrupted careers in teaching; hence, a portion of the questionnaire was designed for only such teachers. Chapter VI will focus upon a description of the 614 teachers responding to this portion, for they represented more than two fifths of the total number of Study teachers. Table 34 gives a breakdown of the reported reasons for interruptions.

* *

TABLE 34
PERCENTAGE OF THE 614 TEACHERS WHO REPORTED INTERRUPTED CAREERS IN TEACHING COMPARED TO REASONS FOR AND MEDIAN LENGTHS OF INTERRUPTION(S) BY KIND OF REASON

Reasons for Interruption(s)	Percentage of the 614 Teachers*	Median Length of Interruption
Other Employment	18.6	3 years
Marriage	42.2	5 years
Schooling	11.4	1 year
Other	29.1	2 years
No response	7.5	
Total	108.8	

*The responses exceed 100.0 per cent because several had interruptions for more than one reason.

* *

Since two thirds of the Study respondents were women, it is not surprising that the highest percentage gave marriage as the reason for their interrupted careers. Nor is it surprising to find that the longest periods of interruption were attributed to marriage.

Noteworthy is the fact that 63 per cent of the teachers in this category reported majors in English (48.8 per cent undergraduate majors, 7.5 per cent graduate majors, and 6.7 per cent both undergraduate and graduate majors). This means that 39.8 per cent of the total number of majors in the Study (979) were teachers with interrupted careers.

Table 35 shows the age distribution of the teachers who reported their teaching careers had been interrupted.

* *

TABLE 35
PERCENTAGE OF STUDY TEACHERS BY AGE GROUPING AND SEX
WHO REPORTED THEIR CAREERS IN TEACHING
HAD BEEN INTERRUPTED

	Percentage by Age Brackets						
Sex of Teachers	20-29	30-39	40-49	50-59	60+	No Response	Total
Males	2.6	6.3	3.4	1.9	0.8	0.6	15.6
Females	8.4	9.6	23.4	24.6	10.4	8.0	84.4
Totals	11.0	15.9	26.8	26.5	11.2	8.6	100.0

* *

A comparison of the data in Table 35 to the total number of men (437) and women (1,000) responding to the Study shows that 51.8 per cent of the women and 22 per cent of the men had their teaching careers interrupted at least once.

Moreover, those with interrupted careers undoubtedly account for the pattern in percentages shown in Figure VI.

* *

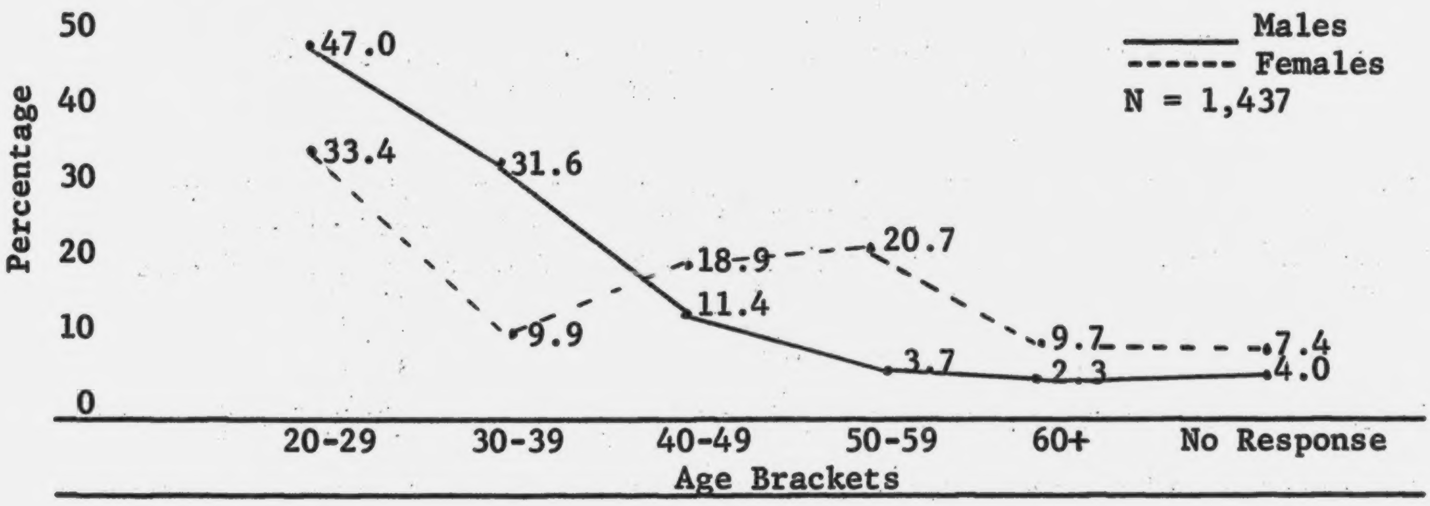


FIGURE VI
PERCENTAGE OF TOTAL NUMBER OF STUDY TEACHERS BY SEX
IN EACH AGE BRACKET

* *

As can be seen in Figure VI, the percentage of decline from the twenties to the thirties was 23.5 among the women and only 15.3 among the men. The sharper drop among the women seems to support the fact that marriage interrupted 42.2 per cent of the careers. And the increase in percentages of women in the next two age brackets (40-59)--in contrast to the decrease in percentages of men--seems to concur with the percentages in these two age brackets in Table 35.

Table 36 reveals how the teachers with interrupted careers were distributed among the various sized schools.

As the enrollment of the schools increased, the percentage of teachers in this category decreased quite consistently. Regardless of school size, however, over one third of the English faculties were composed of teachers with interrupted careers.

* *

TABLE 36
DISTRIBUTION OF STUDY TEACHERS REPORTING INTERRUPTED CAREERS IN TEACHING BY VARIOUS SIZED SCHOOLS

School Enrollment	Number of Study Teachers Employed*	Percentage of Teachers With Interrupted Careers
Under 200	319	52.7
200-399	364	43.9
400-600	188	39.0
Over 600	551	37.4

*Fifteen did not respond.

* *

Not only did these teachers report quite a high percentage of majors, but 70.2 per cent of them stated they had earned a median of six semester hours of college credit in English since their most recent return to the classroom, and 13 per cent stated they had earned a major in English since their return. Moreover, 22.2 per cent of the teachers in this category indicated they were working toward a graduate major in English. Since the total number working toward graduate majors in English was 379, it appears, then, that 36.1 per cent of them were teachers who had left English teaching for a time.

From the information given by these teachers, one can see that some good has resulted from the teacher shortage. Those who returned did not just take up where they left off; indeed, 85.5 per cent of them reported they had earned college credits since their most recent return to the profession. Some may have needed the credits for certification, but regardless of their reasons for earning college credits or for returning to the English classroom, they appear to have made a measurable and commendable contribution to the English-teaching picture in Iowa.

Significant Observations

- More than two fifths of the Study teachers reported they had had interrupted careers in teaching.
- The largest percentage indicated that marriage was the reason for the interruption in their teaching careers (42.2 per cent).
- In this category, 63 per cent of the teachers stated they had majors in English.
- The teachers who reported interrupted careers in teaching represented 39.8 per cent of the total number of English majors in the Study.
- The 518 women who returned to the English classroom outnumbered the 96 men by more than 5 to 1.
- At the time of this Study, more than 50 per cent of the 614 teachers who had had interrupted careers were in the 40-59 year age brackets.
- Regardless of school size, no English department was composed of fewer than 37.4 per cent of the teachers in this category.
- The percentage of teachers with interrupted careers in teaching decreased quite consistently as the school enrollments increased.
- A high percentage of these teachers reported they had earned college credit since their most recent return to teaching (85.5 per cent); 70.2 per cent reported they had earned a median of six semester hours of credit in English.
- Majors in English had been earned by 13 per cent since their return to teaching, and 22.2 per cent indicated they were pursuing graduate majors in English.

CHAPTER VII

A LOOK BACKWARD AND A LOOK FORWARD

In looking back at the information presented in this Report one can arrive at a fairly accurate and objective description of the teachers of English in grades 9-12 in the public schools of Iowa; of the conditions under which they teach; and of the attitudes they have toward their own capabilities, their responsibilities, and their educational goals. From this comprehensive description, one can also detect possible courses of action that might well enhance the status of English teaching in the secondary schools of Iowa and improve the English instruction provided for Iowa's young people.

General Description of English Teachers (IPSEDS)

In the 1965-66 school year, according to IPSEDS data, approximately one third of the English teachers (grades 9-12) in the Iowa public schools were males and two thirds were females. Two thirds were married, about two fifths were in their twenties, and a few more than half were in the 30-60 year combined-age bracket. All had bachelor degrees, 14 per cent had M.A. degrees, and four teachers had more advanced degrees. Some 59.8 per cent had majors in English, 22.3 per cent had related majors and 17.9 per cent had unrelated majors. Almost two thirds of them had been in their present teaching positions for four years or less, and 41.8 per cent of them had total teaching experience of four years or less. However, a fourth of those with 1-9 years of tenure were a part of the 40 per cent who had been teaching for ten years or more.

General Teaching Conditions (IPSEDS)

Approximately 50 per cent of these 2,059 teachers of English had multiple assignments in English; the remainder were teaching only one grade level or only one type of course offering. At each grade level at least 29.5 per cent of the assignments were given to nonmajors; the highest percentage of classes assigned to nonmajors was at the ninth-grade level (44 per cent). At least 464 classes were assigned to teachers who had fewer than 21 hours of preparation in English, but at least 1,280 classes were assigned to teachers who had 31 or more hours of preparation in this subject area.

Description of Study Respondents

Few significant differences were found between the IPSEDS population and the Study respondents. A higher percentage of married teachers and teachers with English majors responded to the Study; hence the Study had 6.4 per cent more married teachers and 8.3 per cent more English majors than did the IPSEDS population. Otherwise, differences were negligible. Since the 1,437 teachers in the Study appeared to be a representative sampling of the total number of English teachers in the grades designated, it is not unwarranted to assume that their responses to the Study questionnaire were a valid indication of the tenor of the 2,059 teachers in the IPSEDS population.

Teaching Conditions

Replies to the Study questionnaire helped to identify patterns and practices that have been suspected by those connected with English teaching for a length of time, but they have also uncovered some aspects that hitherto have not been generally known--some of which are good, and some of which are not so good.

Somewhat expected were the replies which showed the major-nonmajor pattern in the Iowa schools: as enrollments and grade-levels went down, the percentage of nonmajors increased. Correspondingly, the more experienced teachers were assigned to eleventh- and twelfth-grade classes; 71.4 per cent of the teachers who reported no previous experience in teaching English or experience only at the same grade level were assigned to ninth and tenth grade classes.

Quite unexpected were the replies which showed that 15 of the teachers who had had no previous experience in teaching English were assigned to classes at three different grade levels and that six were teaching at all four grade levels. Moreover, 20 of the nonmajors were teaching at three different grade levels and 17 at all four. Even though comparatively few teachers were so assigned, criticism must be directed at this practice for the following reasons:

- Even for the teacher with an English major and years of experience, teaching at four different grade levels is a real achievement, and teaching three grade levels concurrently is no small accomplishment.
- The frustration these teachers must experience in their effort to do a commendable job of teaching is certainly not conducive to keeping them in the English classroom.
- Such teaching assignments tend to encourage the teacher to use the textbook as his course of study.

It stands to reason that a person teaching English for the first time or a person teaching without a major in English would do a better job if he could concentrate his efforts at no more than two grade levels.

Only 236 teachers indicated they had optimum teaching loads--four classes with no more than 100 students per day. However, 675 teachers--46.9 per cent of the total number in the Study--reported realistic loads of either four or five classes and no more than 125 students per day. The term "realistic" is used here because the supply of English teachers prevents administrators from achieving the optimum. The teachers who were definitely overburdened were the 145 who reported four or more classes per day and 136 or more students.

Completely out of line were the maximum loads reported, fortunately by only a few teachers: four classes--165 students, five classes--170 students, and six classes--200 students. No one can be expected to teach English well, in a conventional-type class, with so many students each day. Certainly, it is hoped that steps will be taken to eliminate such teaching assignments in Iowa schools.

To alleviate some of the pressure created by large enrollments and a short supply of English teachers, a few schools have experimented with various forms of team teaching. Indeed, 65 of the Study teachers reported they were involved in team teaching.

Other innovative practices that have appeared on the educational scene within recent years were not widely accepted by the schools, according to the replies of the Study teachers, but not any of the practices were completely ignored. For example, 295 teachers reported they had classroom book collections, 144 reported they were using programmed materials, 119 reported they were allowing individualized reading, 1,055 reported that developmental and/or remedial reading were offered in their schools, and 332 reported that their schools had paperback book stores. Teaching machines, flexible scheduling, lay readers, Advanced Standing Programs, and TV teaching were among the other innovations that were being tried by a few schools. Homogeneous grouping,though not a recent innovation, was reported by 35.4 per cent of the Study teachers.

Only 37.8 per cent of the 458 schools in Iowa had English department chairmen. For the most part, the chairmen were appointed by the administration, and their appointments were considered quite permanent. Only 23 of the 173 department chairmen had at least two periods a day to perform the functions of a chairman, and only 72 taught no more than four classes per day. Their major responsibilities seemed to be orienting new teachers, acting as liaison between the English department and the administration and/or lay people, helping English teachers solve problems related to the classroom, and servicing the department (keeping records and dispensing books). Very few were consulted when teachers were being hired or assigned to classes, were given the responsibility of supervising or evaluating teachers, were expected to provide ongoing inservice programs, or were themselves assigned to different grade levels or intellectual levels from year to year. In brief, the potential of these teachers may not have been tapped.

Since capable department chairmen can be a decided asset to an English program, it is hoped that more schools will investigate the possibilities of such an assignment. Hopefully, too, the chairmen will be allowed to exert leadership and assume responsibilities that are commensurate with their abilities.

A disturbingly large number of the Study respondents stated that during the last year they had not been observed by an administrator, supervisor, or department chairman; that they had not attended an inservice training session; that they had not visited other classes, either in their own school or in another school; and that they had not attended a professional English meeting. Since the number of teachers who failed to respond to the different items in this portion of the questionnaire ranged from 87 to 282, some of the blame for lack of participation in these commendable practices might be placed upon the teachers themselves. Busy administrators have to be convinced that certain practices are worthwhile, and teachers who appear to be uninterested are poor convincers.

Probably nothing will more vividly convince the readers of this report that English teachers have a heavy work-load than the reported number of hours per week spent in school-related activities and duties. More than two thirds of the teachers reported they spent anywhere from six to twenty-six hours a week in subject-matter preparation and in evaluating themes; 22.1 per cent figured they spent the same number of hours in reading professional literature. At least 70 per cent indicated they spent from one to five hours a week in professional reading, keeping records, and preparing materials for students. And at least 30 per cent indicated they spent the same number of hours in subject-matter preparation, helping students outside of school hours, supervising study halls, helping with extracurricular duties, developing audiovisual materials, and performing other activities related to education.

Teacher Attitudes

Without a doubt, this heavy work-load has some bearing on the fact that 63.4 per cent of the majors in English at the bachelor-degree level and 76.6 per cent of the nonmajors at this level stated they were not seeking graduate majors in English. The work-load may also be a partial explanation of the IPSEDS data which show that the percentage of teachers leaving the classroom by the age of thirty was greater among the English teachers (24.1) than among either the secondary teachers (20.5) or the classroom teachers (14.9).

However, despite the work required, 614 of the Study teachers reported they had returned to the English classroom, and 42.2 per cent of these teachers gave marriage as their reason for leaving their careers temporarily. The respondents with interrupted careers were predominately women (84.4 per cent). Sixty-three per cent of the teachers in this category had majors in English (13 per cent had earned the major after returning to teaching), 85.5 per cent reported they had earned college credits since their return to the profession, and 70.2 per cent had earned a median of six semester hours of credit in English since their return.

Of the 1,058 teachers who replied they were not working toward a graduate degree in English (those with interrupted careers are included) 53.7 per cent reported they were selecting college courses to help them improve their teaching of English. They had earned a median of 15 semester hours in English since they were certified to teach. Of the 860 who had taught for five years or more, nearly three fourths said they had earned a median of 12 semester hours of college credit in English since they began teaching. And over two fifths of the 575 teachers who had taught for ten years or more had earned a median of 5 semester hours of college credits in English during the last five years.[10] Consequently, it seems that ongoing education was a concern of approximately two thirds of the Study teachers, but of little concern to one third of them.

The fact that the teachers rated institutes and workshops as second and third in the types of classes they prefer for continuing education should prove to be helpful information for the colleges and universities of the state. Two thirds of the respondents received their undergraduate degrees in Iowa, and the number seeking further training is very likely considerably higher. When desires and needs are coordinated, the results are generally fruitful.

---

[10] The 860 teachers with five or more years of teaching experience are a portion of the total number of respondents (1,437), and the 575 teachers with ten or more years of teaching experience are a portion of the 860 teachers.

The teachers' self-evaluations of their preparation in various competencies, indicates a need for courses in the language component of English, but the expressed desires for further training were highest in composition. Only in research did fewer than one third of the teachers fail to express a strong interest in further study. If course offerings were designed to meet the interests, needs, and personal commitments of these teachers, it seems reasonable to expect that more teachers would avail themselves of the opportunity to update their knowledge. The changes that would be required to put such a suggestion into effect appear to be minimal in comparison to the gains and the goodwill that would hopefully result. Two- or three-week workshops, allowing for concentrated study in a particular area, seem to be worthy of serious consideration.

Regardless of what is done for them; however, the teachers must do more for themselves if they want to be counted among the leaders in their profession. Joining the professional national and state organizations for teachers of English and reading the publications of these organizations would be one of the best possible ways to bring about self-improvement. Since only about one third of the Study teachers reported memberships in these two organizations, since 48.3 per cent stated they had not attended one professional English meeting in the last three years, and since not even half of the teachers indicated they read the professional journals regularly, the advice given seems pertinent. If English teachers want to accept the responsibility of training young people, they must also accept the responsibility for training themselves, and that is an ever-present responsibility in today's educational world of change.

Contradictory to the attitude displayed toward the professional organizations and professional journals, over 80 per cent of the Study teachers felt that professional English libraries in the school would be very helpful. The same percentage indicated that time for individualized instruction, more supplementary materials, and encouragement to experiment with new ideas and materials would be of great help to them in their efforts to upgrade their teaching. Consultation with other teachers was considered to be more helpful than consultation with supervisors, principals, or department chairmen; and teacher-aides were considered to be more helpful than reduced student loads. Such information should be valuable to school administrators.

The fact that the Study teachers (68.1 per cent of whom were English majors) showed they needed further training in specific competencies and expressed an interest in such training indicated that changes in the teaching of English have been recognized. The interest also reflects a healthy attitude among the teachers. For the most part, they want to update their knowledge and methods, and every avenue should be explored to find ways of helping them do so.

A Look Forward

In view of the changes which have taken place in the last few years, much specialized knowledge is needed by today's English teachers, and the day of hiring nonmajors who expect to stay nonmajors is disappearing.

In Minnesota, for example, a person cannot be endorsed to teach English full time (grades 7-12) unless he has a major in the field. With a minor, he can teach no more than one half time in English, and without a minor, he can teach no classes in English. A person endorsed to teach English on the basis of a minor after September 1, 1966, must earn a major within seven years from the initial endorsement, or he will no longer be permitted to teach even one secondary class in English.

Requirements vary from state to state, but the trend seems to point toward a more solid academic background as a prerequisite for endorsement to teach English. In fact the national guidelines for the preparation of English teachers recommended that all secondary English teachers have majors in the subject. Consequently, the 31.9 per cent who reported they were not seeking majors in English should be strongly encouraged to do so, if they expect to continue teaching English. For if Iowa follows current trends, nonmajors will find it difficult--or even impossible--to teach English beyond the elementary grades, in the not too distant future.

English teaching today is more alive and challenging than it has ever been. What it will become depends upon those who are administering the programs and those who are teaching the programs. New discoveries, new methods, and new materials will continue to influence both the programs and the teaching. Probably never again will English be a cut-and-dried course governed by "should-be-taught" ideas. Hence, the creativity and perceptiveness of the teacher, his sensitivity to the needs of his students, and his desire for self-improvement will be factors to consider. The good teacher will help his students become engaged in language, literature, composition, and related concerns; he will not give them many answers, but he will give them many experiences. In brief, the patterns in his classroom will be determined, to a marked degree, by the students he is teaching, but the patterns will stay within the framework of the total design of the English program in his school.

If this Report is looked upon not only as a compilation of facts and figures but as an instigator of purposeful action, including further study, it will have been read as it was intended to be written.